

THE  
HISTORY  
*of*  
COLBY  
COLLEGE



*by*  
ERNEST  
CUMMINGS  
MARRINER





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THE  
HISTORY  
*of*  
COLBY COLLEGE



Ernest Cummings Marriner  
*Historian of Colby College*

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## Foreword

*As Colby College approaches 1963, the one hundred and fiftieth anniversary of the granting of its charter by the General Court of Massachusetts, a new history of the college seems appropriate. Many changes have occurred during the third of a century since Dr. Edwin C. Whittemore published his history of the college in 1927. A great deal of material not available to Dr. Whittemore has also come to light concerning Colby's first century. Decision has therefore been made to publish an entirely new account.*

*The present history seeks to portray the development of the college against the background of the changing times. For instance, early events are shown in the light of the Baptist movement of the early nineteenth century, of the controversy between Federalist Boston and Jeffersonian Maine, and of the importance of the Dartmouth College decision by the United States Supreme Court. In the later periods consideration has necessarily been given to the effect of the Civil War on Maine business and finance, the splurge of investment in western lands, the theological conservatism of Maine Baptists, and the shifting tides in New England regarding coeducation.*

*Persistently this history seeks to answer the recurring question, "Why?" Why was the theological course so soon abandoned? Why did General Richardson wreck the chances to secure an additional land grant? Why did Gardner Colby's restrictions on his gift in 1865 cease to be effective? Why was the Centennial celebrated in 1920 instead of 1913? Why did enrollment of men decline alarmingly in the first decade of this century? These and many other questions confront any serious inquirer into Colby history.*

*The historian is indebted to many persons for their generous assistance. Miss Marion Rowe and her helpers at the Maine Historical Society have provided invaluable, guided access to the King papers and other records. Miss Ruth Hazelton and assistants at the Maine State Library have been very helpful, as have employees at the office of the Secretary of State. The Librarian of the Massachusetts Archives has opened the precious handwritten journals and other records pertaining to our original charter.*

*Colby alumni who have supplied information have been so numerous that a mere listing would take several pages and would almost certainly omit some name. To all of these members of the "Colby Family" the historian is profoundly grateful.*

*Greatest debt of all is owed to members of the college staff who have given so willingly and unselfishly of their time. Librarian John McKenna, Associate Librarian Elizabeth Libbey, and Mrs. Webb Noyes have responded repeatedly to pleas about the Colbiana Collection. Professor-Emeritus Carl Weber has been a mine of information about the collection of rare books and manuscripts. Professors Richard Cary and Alfred Chapman have made valuable suggestions. Mr. Allan Lightner, Assistant to the President for Development, has given detailed information about the Mayflower Hill campaigns, and has been zealous in identifying portraits and other items from the old days. Alumni Secretary Ellsworth Millett has answered hundreds of questions, and Recorder Rebecca Larsen has made numerous computations. For information on finances and new buildings thanks are owed to the late Vice-President Galen Eustis, his successor Ralph Williams,*



## FOREWORD

*and Treasurer Arthur Seepe. The chapter on athletics could not have been included without the generous help of Professors Gilbert Loebs and Leon Williams. Many a valuable suggestion has come from the Director of Public Relations, Richard Dyer. Much information about fraternities and sororities has been supplied by Dean George Nickerson and Miss Frances Thayer. On many points Dean Emeritus Ninetta Runnals has been extremely helpful, and constantly available have been the voluminous records and the marvelous memory of Dr. Herbert C. Libby. As Director of the Colby College Press, Professor Cary has patiently edited the manuscript and supervised its printing.*

*Not to be forgotten are two patient faculty wives, Mrs. Richard Mayers and Mrs. Harold Pestana, who accomplished the Herculean task of typing the long manuscript from my nearly illegible handwriting.*

*Ernest C. Marriner*

*Waterville, December 1, 1961*

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## CHAPTER I

### *The Beginning*

**I**N the beginning God. To apply the opening words of Genesis to the founding of Colby College is not sacrilege; it is rather a tribute to the ardent piety of the founders. The Baptist clergymen and laymen who started the institution on the banks of the Kennebec sincerely believed that they were obeying the will of God. To them the most important thing in life was to live close to God, seek constantly to know His will, and then diligently try to perform it.

From the earliest colonial times, the New England minister had been the leading educated man in the community. To assure that the profession could be filled by native sons and not remain dependent upon immigration from England, the Bay Colony had set up the College at Cambridge in 1636. The established church of the colony thus made sure of an educated, orthodox clergy. The Episcopalians did the same by their establishment of the College of William and Mary in Virginia in 1693. Orthodox Congregationalists founded Yale in 1701, and the Presbyterians established the College of New Jersey, now Princeton, in 1746. Thus, as Dr. Donald Tewksbury puts it, "The American college was founded to meet the spiritual needs of a new continent. It was designed primarily as a nursery of ministers and was fostered as a child of the church."<sup>1</sup>

With the exception of a few state universities, almost every American college founded before the Civil War was organized, supported, and often controlled by a religious denomination. In 1857, a promotional society reported, "Aside from the state institutions, the colleges of this country may now be divided among some twenty denominations, with whom they are either organically connected, or to the control of whose membership they are mainly subject."<sup>2</sup>

By the time of the Revolution, separation of church and state had become an important political issue, especially to the denominational colleges, for their very existence was involved. Before 1775, nine of the colonies had a recognized state church, called "the standing order." In those colonies, beginning with Massachusetts in the founding of Harvard, colleges representing the established order had been set up by church and state acting together. Naturally, such colleges occupied a privileged status, and generally the founding of institutions by dissenting sects had been discouraged. So it came about that Harvard, William and Mary, Yale, Columbia and Dartmouth enjoyed exclusive rights in their respective states before the Revolution.

When the Constitution of the United States recognized the principle of separation of church and state, the exclusive privileges of the colleges founded by "the standing order" were challenged. Slowly, and against strong conservative opposition, the state legislatures were induced to grant not only operative charters, but

also land and money, to minority denominations for educational purposes. "An era of complete religious freedom in the establishment of colleges, such as was not known in any other country, was thus ushered in by this distinctive American solution of the problem of relations of church and state as applied in the realm of higher education."<sup>3</sup>

The Baptists were slow to come into the newly opened field. Unlike Congregationalists and Presbyterians, they had not brought from the Old Country a long tradition of an educated clergy. In fact, among their membership there were many who actually opposed the education of ministers.<sup>4</sup> From earliest times this denomination had recruited its members from the lower and relatively uneducated classes. It had been profoundly influenced by the Great Awakening in Jonathan Edwards' time, and by the Second Awakening in Timothy Dwight's era, though neither of those preachers had been a Baptist. That denomination had adopted a strong evangelistic flavor which encouraged the entrance into the ministry of young men of religious zeal regardless of their lack of education. To the majority of Baptists in many a community, even a little learning was a dangerous thing.

The first Baptist colleges therefore came into being as the result of local movements by respected, influential Baptist leaders, rather than because of any general concern for education throughout the denomination. Since the time of Roger Williams, the Baptists had gained such prominence in Rhode Island that they became practically "the standing order" in that state. Rhode Island had thus achieved a status that distinguished it markedly from other Baptist communities. There higher education could be established for Baptist clergy and laity without serious opposition. When, therefore, a few strong leaders, themselves educated men, were joined by others who had broken with the orthodox faith on the doctrine of infant baptism, and were still further reinforced by a group of Philadelphia Baptists, the founding of Brown University was the result. Chartered in 1765, Brown was for nearly fifty years the only Baptist college in America. Not until 1813 did another group of Baptists secure a charter to found a college, and that group was an association of clergy and laymen in Massachusetts' sparsely settled District of Maine. The institution for which they secured a charter, the second Baptist college in the country, was the Maine Literary and Theological Institution, the forerunner of Colby College.

Among the more than a thousand degree-granting colleges now operating in the United States, Colby stands thirty-third in respect to age. Of the thirty-two preceding colleges, four were located in Pennsylvania, three each in Virginia, New York and Maryland; two each in Massachusetts, New Jersey, Vermont, South Carolina, Ohio and Tennessee, and one each in Maine, New Hampshire, Rhode Island, Connecticut, North Carolina, Georgia and Kentucky. Denominationally those colleges were, at their founding, ten Presbyterian, six Congregational, six Episcopal, one Baptist, one Dutch Reformed and one German Reformed, while seven of them were established by the state. The oldest of the state-founded colleges is the University of Georgia, founded in 1785, but it was preceded by fifteen private institutions sponsored by religious denominations, and denominational origin continued to be the common pattern until after the Civil War.

No one person can be credited with originating the idea of a Baptist college in the wilderness of Maine. It probably came to fruition out of the conversation of Baptist clergy in the District whenever they met for conference during the first decade of the nineteenth century. The Baptists had then been in Maine for more than a hundred years. In 1682 a delegation from the First Baptist Church of Boston established the first Baptist church in Maine at Kittery. But the pastor



soon encountered difficulties with "the standing order," with the result that the church broke up and the pastor departed for South Carolina. Says the Baptist historian Burrage, "Baptists were regarded as fanatics, and their doctrines as destructive to the welfare of both society and religion."<sup>5</sup> Hostilities with the French and Indians greatly retarded Maine settlement anyhow, and nearly another hundred years elapsed before the Baptists again appeared in organized form east of the Piscataqua. By 1768, however, the sect had become strong enough to establish two Maine churches, one at Gorham, the other at Berwick. These were followed, during the next fourteen years, by Baptist churches at Sanford, Wells, Acton and Lyman. As late as 1782, however, there were no Baptist churches east of York County.

The eight years from 1782 to 1790 saw a rapid spread of the sect in Maine, with churches at Bowdoinham, Thomaston, Limerick, Parsonsfield, Newfield, Waterboro, Cornish, Fryeburg, Whitefield, Vassalboro, Hebron and Buckfield. The year 1796 saw the founding of the very influential Baptist Church at Portland, and in 1801 another church of even more substantial influence at Yarmouth.

In polity Baptists, like Congregationalists, have always held to the autonomy of the local church. For purposes of common fellowship and to discuss matters of common concern they established what is called the Association, a group of Baptist churches within a defined territory. These associations, in most states, agreed to form state conventions, so that in Maine today we have, for example, the First Baptist Church of Waterville in the North Kennebec Association of the United Baptist Convention of Maine.

Originally the first Baptist churches in Maine, those in York County, were considered to be within the New Hampshire Baptist Association, but as churches were organized along the Kennebec and the Androscoggin, there was formed the Bowdoinham Association to which all the Baptist churches in Maine outside of York County belonged until 1804, when a separate Lincoln Association was formed. Such was the situation, when there was written in the minutes of the Bowdoinham Association, in 1810, the first record of any concerted action toward the founding of a Baptist college in Maine.

It was at the Association's annual meeting, held that year in Livermore, that on September 27, 1810, the Association took the following action: "It being in contemplation to establish an institution in the District of Maine for the purpose of promoting literary and theological knowledge, Brethren Blood, Boardman, Merrill, Titcomb and Tripp were appointed a committee to take into consideration the propriety of petitioning the General Court for incorporation."<sup>6</sup>

Who were these five men, the first whose names appear in any preserved record concerning Colby College? Rev. Caleb Blood was pastor of the Baptist Church in Portland, then located on Federal Street. Well educated himself, he was a leader in the not too popular cause of an educated Baptist ministry. Sylvanus Boardman, the pastor at North Yarmouth, had similar views. When the new college got under way, he committed his own son to its care, proudly saw the son become a member of the first graduating class and then go to far-away Burma to become a missionary with the famous Adoniram Judson. Daniel Merrill was to prove to be one of the most influential persons in finally securing the coveted charter. Formerly a Congregationalist minister, he broke from that sect on the issue of infant baptism and became a Baptist, taking with him almost the entire membership of his church at Sedgwick, which thereafter functioned as a Baptist church. Like many another minister of the time, Merrill was elected to political office and was a member of the Massachusetts legislature in the winter

of 1812-13, when, after repeated defeats, the petitioners finally persuaded the General Court to grant them a charter.

Benjamin Titcomb, who in 1810 was pastor of the Baptist church at Brunswick, had the distinction of being one of the partners who established the first newspaper in Maine, the *Falmouth Gazette*, first published in 1794.<sup>7</sup> He was a man of sound education and broad culture, who shared unreservedly Caleb Blood's convictions concerning an educated clergy. The fifth man had already shown himself a crusader for education. Called to Hebron by that town's early settler, Deacon William Barrows, to help him found a Baptist church in the new community, Elder John Tripp became not only the first pastor of the Hebron church, but also, with Deacon Barrows, a co-founder of Hebron Academy, which had received its charter in 1804, six years before Tripp became a member of the committee appointed by the Bowdoinham Association.

The committee of five proposed, and the association approved, solicitation of funds to promote the contemplated institution, but there is no evidence that any substantial sum was forthcoming, or indeed that any intensive canvass was made. A more important action was the decision to solicit the cooperation of the Lincoln Association. When the Bowdoinham Association met at Readfield in September, 1811, they had received intimations of support from the two neighboring associations. A year earlier they had set up a committee merely "to take into consideration petitioning the General Court." Now they decided to act, and a committee was appointed "to petition the General Court, with such as may join them from the Lincoln and Cumberland Associations."<sup>8</sup> The latter was included because in 1810, the Baptists had formed a third association in Maine, called the Cumberland Association.

If any one man deserves to be called the father of Colby College, that man is the Reverend Daniel Merrill of Sedgwick. It was he who presented to the Massachusetts legislature the first petition, on January 20, 1812. The full text of that petition will be found in the Appendix of this history (Appendix A). The petitioners made a point of the familiar New England protest against taxation without representation. The legislature, they said, had been generous with grants of public lands to institutions under Congregationalist control. Yet the Baptists had inevitably shared in that giving, since the lands belonged to all the people regardless of religious affiliation. The legislature ought to treat Baptists in the same way it treated Congregationalists. The petitioners next called attention to the rapid growth of Baptist churches in Maine. Finally, they asked that a seminary be founded in which "our religious young men might be educated under the particular inspection of able men of the same sentiments."

There is no question that the petitioners originally intended a strictly Baptist institution. As at first written, the 1812 petition said: "Your petitioners further pray that your honorable body will cause the overseers and trustees of the proposed seminary to be appointed from among the ministers and churches of their own denomination." Before the petition reached the legislature, that restrictive clause had been stricken out. With eager ears attentive to talk in the State House corridors, Daniel Merrill had evidently come to the conclusion that such restriction stood no chance of legislative approval, and he persuaded his fellow petitioners not to ask for it.

What sort of institution did the petitioners intend? The text of the petition itself would make it appear that they were interested only in a theological seminary. But the earliest mention—that in the records of the Bowdoinham Association in 1810—had used the words "for the purpose of promoting literary and



theological knowledge.” Charles P. Chipman, who was librarian of the college from 1911 to 1923, investigated this matter thoroughly and published his findings in a monograph, *The Formative Period of Colby College*. Chipman points out that Dr. Henry S. Burrage, in his *History of the Baptists in Maine*,<sup>9</sup> and President James T. Champlin, in his address on the occasion of the fiftieth anniversary of the College,<sup>10</sup> both took the stand that the purpose of the founders was to establish a theological school and that the establishment of a college later was an afterthought. But Chipman did not agree. “These views I believe to be entirely mistaken, and due either to ignorance of the original documents still on file in the State Archives of Massachusetts, or to hasty conclusions drawn from an incomplete examination of those documents. The founders intended from the beginning to establish an institution of collegiate rank in which both literary and theological instruction should be given.”<sup>11</sup> Concluding his argument, Chipman says, “It is noteworthy that in the legislative records the purpose of the proposed institution is invariably given as the promoting of ‘literary and theological knowledge.’ If the idea was simply the establishment of a theological school, why should the word ‘literary’ be mentioned in every case?”<sup>12</sup>

A minority of Chipman’s readers thought that he had still not proved his case. They pointed out that in the documents and in a few extant letters, the promoters of the plan used rather loosely the terms college, seminary, and institution; hence it was impossible to tell from the mere use of terms just what the founders intended. Fortunately the present writer has found a letter which proves beyond doubt that Chipman was right. On December 11, 1811, Caleb Blood wrote to William King the following letter:

The petition embraces a request for the charter of a college or university with such powers and privileges as in such cases are, by law, made and provided. We wish it to be named the Associate University. It is also our wish that the trustees may always be of the Baptist denomination; and that no person shall be appointed president of said seminary unless he be of the same sentiments.<sup>13</sup>

Before the legislature assembled in January, 1812, Daniel Merrill had agreed to present the petition to the House and William King promised to support it in the Senate. On December 23, 1811, Merrill wrote to King:

Your volunteering your services has prompted me to recommend to Elder Blood of Portland, to whom the care of the petition is committed until it shall come before your honorable body, that he ask you to sponsor the petition in the Senate and be our advocate in that body.<sup>14</sup>

The legislature referred the petition to a joint committee of which Senator King was chairman. The committee reported on January 25, 1812:

The committee of both houses, to whom was committed the petition of Daniel Merrill and others—has had the same under consideration, and report that the petitioners have leave to bring in a bill embracing the objects prayed for.<sup>15</sup>

The Senate Journal on the same day recorded:

Leave to bring in a bill on the petition of Daniel Merrill and others read and accepted. Sent down for concurrence. Came up concurred.<sup>16</sup>

A bill was at once introduced, the text of which the reader will find in Appendix B. It met with little opposition in the Senate where it had the influential backing of William King, but it encountered difficulty in the House. Called up for a second reading on February 22, the bill met resounding defeat when by a vote of 224 to 60 it was voted to strike out the enacting clause, thus shelving the whole bill.<sup>17</sup>

Previous to the final action, the House had adopted two crippling amendments to the bill. The first provided that the legislature could at its pleasure grant any further powers, or could alter, limit, annul or restrain any of the powers granted by the present act. As we shall see, when we discuss William King's part in getting the new Maine charters for the college, in 1820 and 1821, that amendment had political as well as educational ramifications, but on Washington's birthday in 1812 it had the obvious effect of setting up an institution whose continued existence would be at the whim of each successive legislature.

A second amendment provided that in the corporation there should never be a majority of members of the same religious denomination. Such a provision would entirely defeat the purpose of the petitioners, which was to have a college under Baptist control. When, in addition to the earlier amendment, this one was also passed, the sponsors gave up the battle, and the vote to strike out the enacting clause was easily foreseen.

What had happened? With such high hopes and with such substantial support in the initial stages, why were the Baptist ministers who sought to found a college in Maine so soundly beaten? It is a story in which politics and religion both played conspicuous parts.

In the first place, the trustees of Bowdoin College were opposed to a second institution of collegiate rank in Maine. They had experienced considerable difficulty getting their own college under way after its incorporation in 1794, and neither in respect to enrollment nor in regard to financial support had it reached a secure footing when the Baptists presented their petition in 1812. Furthermore Bowdoin was a college of the "standing order," and its supporters could not view with equanimity such obvious competition from a dissenting sect. Finally, the majority of the Bowdoin trustees were Federalists, whereas the leading Baptists of Maine represented what, in 1812, was the prevailing party in Maine, the Jeffersonian Democrats.

In fairness it should be emphasized that the outstanding motives for Bowdoin opposition to another college were neither political nor religious. That opposition was chiefly prompted by what the Bowdoin supporters felt to be sound common sense. The census of 1810 showed only 228,000 people in the entire district of Maine. In fact, ten years later, when Maine became a separate state, the population had not yet reached 300,000, and there was no community in the entire state that counted as many as 10,000 inhabitants. Portland had 7200 people and Falmouth 4100. The third largest town in Cumberland County was that in which Bowdoin College was located, Brunswick, with 2682 people. There was considerable validity in the Bowdoin argument that the population of Maine was too small and too widely scattered to support a second college.

The opposition was by no means restricted to those who wanted to protect the college at Brunswick. There were many men in the legislature who didn't like to see degree-granting institutions set up by dissenting religious denominations.

Section Seven of the Baptists' bill declared the college should be empowered to confer such degrees as are usually conferred by universities established for



education of youth. So strong was the opposition toward granting such authority to the proposed college that this alone might have defeated the bill even if the crippling amendments already referred to had not been passed.

The struggle behind the scenes, revealed by a few extant letters of the time, shows clearly that the opposition did not extend to the point of refusing to recognize a new theological school. To permit the Baptists or any other sect to train their own clergy was considered their right, even in the minds of many of the staunchest supporters of the "standing order." But to allow such a sect to operate a bona fide college and confer academic degrees was quite another matter. As Chipman says, "Had they (Merrill and others) now submitted a bill for a strictly theological school, there is every reason to believe it would have been speedily passed."<sup>18</sup>

Merrill and his fellow Baptists were determined, however, to secure a college charter. When the legislature reconvened in June, 1812, Merrill was himself Sedgwick's representative in the House. He presented again the identical petition of the previous January, signed by himself on behalf of the Lincoln Association with its forty-eight associate churches, by Robert Low for the twenty churches of the Bowdoinham Association, and by Sylvanus Boardman, Thomas Green, and Caleb Blood for the Cumberland Association with its twenty-four churches. The Senate referred this June petition to a committee, which recommended that further consideration be postponed until the winter session of the legislature. On February 19, 1813, both houses voted to allow the petitioners to bring in a bill allowing Daniel Merrill and others to be incorporators of "a literary seminary in the District of Maine with the usual powers and privileges, and for a grant of land to enable them to carry into effect the object of their petition."<sup>19</sup>

Here we encounter a significant change in phrasing. The proposed institution is no longer referred to as a college, but as a "literary seminary." The full text of the presented bill, before important amendments essentially altered several provisions, will be found in Appendix C.

Section Seven of this new bill, like the same section in the bill of the preceding year, empowered the institution to confer the degrees of Bachelor of Arts and Master of Arts. A previous section (Section 3) set up an organization of fellows, as well as trustees: "that the trustees be hereby empowered to elect nine persons of education to be fellows of the said institution, and who shall be stiled the learned faculty, whose duty it shall be to determine the qualifications of all candidates for degrees, which shall be given only by their authority."

The legislature insisted upon striking out the section concerning degrees, and it denied the right to appoint fellows. It did not, however, restrict the institution solely to theological instruction. Literary studies were to be permitted. As Edward W. Hall put it, "The name Literary and Theological Institution was at that time a favorite designation attached to many schools of a higher order in which collegiate and theological classes were united."<sup>20</sup> The text of the finally adopted charter appears in Appendix D.

Whatever Daniel Merrill and his co-workers may have intended, it is clear that the Maine Literary and Theological Institution had to start without the important collegiate authority to grant degrees, and was expected by the legislators to be only a training school for Baptist ministers, in which literary as well as theological studies would not be out of place.





## CHAPTER II

### *Choosing A Site*

WHY did five years elapse before the Trustees of the Maine Literary and Theological Institution were able to implement their hard-won charter? Why did not instruction start within a year?

The chief reason for delay was that the nation was again at war. During the War of 1812, the District of Maine was hit hard. Already impoverished by the Embargo Act, Maine shipping was subject to constant attack and capture. For half a century its principal exports had been lumber and potash, the former going in large shiploads to the British West Indies, the latter to the wool factories of England. "Mr. Madison's War" suspended that trade, just as had the Revolution, nearly fifty years earlier. Maine people simply did not have the money to start a new school.

Massachusetts' absorption in war activities also delayed the location of the land grant awarded in the charter: "that there be and hereby is granted a township of land, six miles square, to be laid out and assigned from any of the unappropriated land belonging to this Commonwealth in the District of Maine, the same to be laid out under the direction of the Committee for the Sale of the Eastern Lands, within three years after the expiration of the present war with Great Britain." The final words of that grant show clearly that the legislature intended that nothing should be done until the war was over, and that even then the land committee and the Institution's Trustees should have three years to locate the grant.

The original incorporators of the Maine Literary and Theological Institution were twenty-one men of the Baptist faith, all residing in the District of Maine. We have already referred to four of them: Daniel Merrill of Sedgwick, Caleb Blood of Portland, Sylvanus Boardman of North Yarmouth, and Benjamin Titcomb of Brunswick. Of the remaining seventeen, ten were ministers: Thomas Green of Yarmouth, Robert Low of Readfield, Thomas Francis of Leeds, Ransom Norton of Livermore, Daniel McMasters of Sullivan, Samuel Stinson of Woolwich, John Haynes of Livermore, Samuel Baker of Thomaston, Joseph Bailey of Whitefield, and Phinehas Pillsbury of Nobleboro.

As numerous as were the clergy on the governing board of the school, laymen played very prominent parts in the corporation. There were seven of them: General Alford Richardson, leading member of Portland's Federal Street Baptist Church, a man who proved more than once to be a thorn in the side of his pastor Caleb Blood and who was to get into public altercation with his fellow trustees over the Institution's finances; John Neal, leading citizen of Litchfield; Moses Dennett, prominent merchant of the town of Bowdoin; John Hovey, well known

lumber operator of Mount Vernon; David Nelson of New Gloucester; Judge James Campbell, dynamic lay leader of the Baptist church at Cherryfield; and Hezekiah Prince of Thomaston, who twenty years earlier had made his famous horseback ride from Maine to Virginia and had since become a leading citizen of what is now Knox County.

These twenty-one men lost no time organizing for their formidable task. Through John Woodman, a justice of the peace at Buxton, they issued in February, a call for their first corporate meeting, "to be holden at Bowdoin in the County of Lincoln, at the dwelling house of Moses Dennett, Esq., on Tuesday, May 18, 1813, then and there to choose a moderator, clerk and treasurer, and such other officers, agents and committees as may be necessary to manage the prudential concerns of the said Institution, and to transact such other matters and things as the said trustees may judge necessary."<sup>1</sup>

So it came about that a private house in the town of Bowdoin was the site of the first meeting of the corporation that is now the President and Trustees of Colby College. The meeting elected Benjamin Titcomb as moderator and John Haynes as clerk, then proceeded to choose more permanent officers: Ebenezer Delano as Treasurer, Sylvanus Boardman as Secretary, and Daniel Merrill, John Neal and Hezekiah Prince as a standing committee.

The meeting concerned itself chiefly with the prospective township of land. John Neal was appointed to represent the Board to "run out a township of land in conformity to the act of the Court granting the same." Even before a site should be chosen, the Trustees made plans for its surveying and lottage. There is no question that they intended to build the college on the granted land, for at that first meeting in May, 1813, they voted that "no person shall have liberty to purchase more than two hundred acres within one mile and a half of the Institution." Besides the lots that were to be reserved for the Institution's buildings, the Trustees decided that "there shall be four lots of one hundred acres each, within two miles of the Institution, reserved for the perpetual use of the Institution for fuel."

The charter had empowered the incorporators to create a Board of Trustees never greater than thirty-one and never less than twenty-one in number. So, at their first meeting, the Board elected John Tripp, Cyrus Hamlin, Andrew Fuller, and Benjamin Eames as additional members. They also passed a vote that later caused them much difficulty: "Voted that no person shall ever be a member of this board who does not possess a fair moral and religious character, and is a member of the regular baptized church and in regular standing."<sup>2</sup>

The Board's second meeting, held in Mount Vernon on September 23, 1813, saw the election as a Trustee of the most prominent man who was to have a part in the early history of the College, General William King of Bath. Elected with him was Benjamin Shepard. King was elected a member of the Standing Committee.

When the Trustees attempted to hold their third meeting, at Bowdoin on January 11, 1815, the day was so stormy that a quorum could not be mustered, and the group decided to adjourn until the fourth Wednesday in the following September. But in the spring, four months before the September date, something happened to cause a special meeting to be called. John Neal and the Committee on the Eastern Lands had come to an agreement, and to the Maine Literary and Theological Institution was assigned Township No. 3, on the west side of the Penobscot River, in what later became the organized towns of Argyle and Alton. (See Appendix E) Immediately the Trustees were summoned into



session on May 16, 1815, for the purpose of "devising means for lotting the township of land." At this meeting it was voted to have a committee "proceed to the township, with a view to ascertaining its quality and situation, and the expediency of erecting buildings thereon." The committee was instructed to report the place on the township most eligible for erecting the buildings, the mode in which the township should be lotted out, and how the roads should be laid out.

The time had now come to get the Institution started. So the same committee was instructed "to obtain such pecuniary aid by subscription from the people near Township No. 3 or elsewhere as can with conveniency be obtained." The Trustees also wanted the committee to ascertain the going price of land to settlers in that part of Maine, and to act as the Board's legal agents in contracting sales with prospective settlers.

When the Trustees next met, on September 27, 1815, the committee made a discouraging report. They said that the situation of the township did not at all meet their expectation, because it had a large bog and other disadvantages which rendered it not an eligible site for the Institution. The committee's report says nothing about the remoteness of the location, although that in itself seemed sufficient to cause the Trustees to seek a better site. When Professor C. E. Hamlin, collecting subscriptions for the College, visited the region in 1864, he reported that inhabitants were often kept awake on winter nights by the howling of wolves, though all doors and windows were closed.

The Trustees put up no argument with their committee. In a forthright fashion that was to characterize their many difficult decisions, they acted at once. "Voted, that a committee of seven be chosen to inquire whether it will be in the Institution's interest that it shall be removed from the township granted by the legislature, and if so, to inquire what town would be the most eligible."

It was pointed out that, while the charter did not expressly locate the Institution on the land grant, the plan presented to the Committee on Lands had clearly done so, and legal difficulties might ensue if express permission to locate elsewhere were not obtained from the legislature. In response to the Trustees' request, the Massachusetts legislature therefore voted to empower the Trustees of the Maine Literary and Theological Institution to locate and establish their buildings in any town within the counties of Kennebec and Somerset. (Appendix F)

From the time when the first petition had been presented in Boston, the founders had enjoyed the interest and support of William King. Though already a Trustee of Bowdoin, and generously interested in its welfare, he did not relish seeing it so strongly under Federalist control. He felt the college should be more susceptible to Democratic influences. But he respected the Bowdoin leaders, though he differed with them in politics, and he had no intention of neglecting the Brunswick college when he agreed to support the Baptist cause. He was glad to be a trustee of both institutions. Then in 1815 occurred an event which, for several years, embittered King toward Bowdoin and caused him to be the successful advocate of a Maine law to restrict the powers of all private educational institutions within the state. These aroused feelings of General King increased his interest in the new Baptist Institution.

General King's brother-in-law, Benjamin J. Porter, was treasurer of Bowdoin College. Early in 1815, Porter's personal finances became seriously involved. There was never the slightest suggestion that his trouble involved college funds, but understandingly the Trustees became increasingly anxious as Porter's diffi-

culties became public. Porter's surety for the Bowdoin funds was his wife's brother, William King.

On January 8, 1815, Porter wrote to King:

I have not heard a word on the subject of my affairs with the College since I wrote you. Will you have the goodness to inform me on what this business rests. I have written to Judge Ames to be my attorney in that action. Will you have the goodness to talk with Mr. Ames.<sup>3</sup>

What next happened is told in Nehemiah Cleaveland's *History of Bowdoin College*:

The private affairs of Dr. Porter were found to be hopelessly involved. As the college funds were believed to be in danger, Benjamin Orr, agent and counsel for the trustees, went to Bath, and spread an attachment over the entire property of William King, who was largely engaged in commerce, and this legal drag-net stopped everything, even his vessels ready for sea. He got rid of the impediment by securing the college; but his indignation against the immediate actors, in what he called a needless and malicious action, was vast and loud.<sup>4</sup>

On September 1, 1815, Porter again wrote to King:

Jacob Abbott and Samuel Davis called on me yesterday and said they were appointed a committee to settle and close the accounts of my late treasurership, and for that purpose had been making an intense audit, preparatory to settlement. They insisted upon a charge of interest in the Dix balance amounting to more than \$2000. I observed that it was proper for me to retain at least \$3000 of the balance as cash on hand at all times, to which they disagreed. I told them I was in the hands of the college and my bondsman. I requested Mr. Davis to show you their statement, as he refused to leave it with me. I presume they cannot recover interest. I shall leave the ultimate decision to you and on your opinion I shall implicitly be guided.<sup>5</sup>

On November 18, 1815, Benjamin Orr, the college trustee and counsel who had aroused King's wrath, wrote a cold, lawyer's letter to King, telling him in effect to pay up and call it a day.

The Secretary of the Board of Overseers of Bowdoin College has put into my hand the enclosed note, and the papers containing the subject matter to which it refers. If the sum found due by the investigating committee be agreed to, please inform me in what manner you will render it available to the college; if not, any mistake you may discover in this report, when made known to me, shall be rectified. But, in case no mistake can be found, it is due to the integrity of the committee that I should be governed by their report in discharging the trust reposed in me.<sup>6</sup>

Of the whole episode Cleaveland says:

Politically, Orr and King were unrelenting foes, both strong and daring leaders. I can believe that Mr. Orr was thinking mainly of the college, and that he took what he regarded as the only certain course



to save it from ruin. But Mr. King could not believe this. He became openly hostile to the college, which he looked upon as a Federalist institution, and especially to President Appleton and John Abbott, whom he wrongly regarded as Mr. Orr's prime instigators and abettors. General King resolved that he would be avenged and bided his time.<sup>7</sup>

A later Bowdoin historian, Louis C. Hatch, has this comment upon the affair:

In 1815, Porter failed in business disastrously. A Bowdoin trustee, Benjamin Orr of Topsham, acting as counsel for the board, hurried to Bath and attached all King's property, even vessels about to sail. King quickly freed them by giving security to the college, but he felt he had been grossly insulted. Orr was a hard fighter and a violent Federalist, and King believed the Thomaston man had acted from political motives. King, who was an unforgiving man, determined on revenge.<sup>8</sup>

Happily it can be recorded that a reconciliation later occurred, and William King continued as a valued Trustee of Bowdoin College for nearly thirty years. But in the heat of that episode in 1815, the vigorous Bath Democrat was eager to turn his attention and his services to the new Institution that as yet had no place to lay its head.

Even before the Trustees of the Maine Literary and Theological Institution had received permission to locate their school elsewhere than on the Argyle grant, they had received overtures from the Trustees of Farmington Academy. In the records of the Institution's meeting of September 27, 1815, is found this minute: "The agent from the Trustees of Farmington Academy presented the copy of a vote of his trustees proposing a union of the two institutions, provided the union can be effected upon principles mutually beneficial. Voted, that this matter be referred to a committee of this board, for mature consideration, to report their opinion at the next meeting."

Meanwhile various trustees had been approached by two other towns, Bloomfield and Waterville. Meeting in special session on September 25, the Board voted to choose a committee "to visit the towns which have used their efforts and given encouragement to have the Institution located there; namely, Farmington, Bloomfield and Waterville, examine the situation and encouragements exhibited and report at the next meeting." A member of that committee was William King, to whom Secretary Boardman wrote on October 3: "I have only time to notify you of your appointment as a member of the committee to visit in behalf of the Board the places where exertions have been made to get the Institution placed, and that the third Monday is appointed to meet at Waterville where your attendance is requested."<sup>9</sup>

Feeling between the rival communities was apparently very keen. This is strikingly revealed in a letter which James Hall of Bloomfield wrote to William King on January 25, 1816. The letter also shows what measures the rival communities were taking to obtain the new Institution.

Nothing but a conviction that it is my indispensable duty could have induced me to trouble you with these lines. Last December we were favored with a letter from the committee of the Trustees of the Maine Literary and Theological Institution concerning the location of that seminary. This was immediately communicated to the Trustees of

Canaan Academy, who instantly called a meeting at which it was voted to offer you their schoolhouse, with the land on which it stands, and \$200 in ready money. At the same time a subscription was opened, which we are authorized to say will certainly amount to \$2500, which together with the half-township of land which may be obtained will stand as follows: Land and schoolhouse, \$600; ready money, \$200; half-township, \$4000; subscriptions \$2500; a total of \$7300, and not one cent of debt.

We understand that the Trustees of Farmington Academy promise handsomely. It is one thing to promise and another thing to perform. Your humble servant was once unfortunately preceptor of Farmington Academy, and what I am now about to state are not things I know by hearsay, but things in which I am deeply concerned, for they owe me considerable money, which they have used every means in their power to swindle me out of, and by the want of which I have been greatly distressed. Neither am I the only person whom they have cruelly abused.

They value their schoolhouse at \$4000. But even after they had allowed one another bills at exorbitant rates, the whole expense was only \$2930. But that was too much, for the house and land are worth not more than \$1800. When I left Farmington, there was a debt of \$2730, which must have increased since to at least \$3000. Their half-township of land, or rather the grant of it, for it was not yet located, was to be shared among a few of the trustees on consideration that they pay \$4000 for it. Now put their subscription at \$2300, their schoolhouse at \$1800, and their half-township at \$4000, and the total is \$8100. But from this must be subtracted their debt of \$3000, leaving a balance of only \$5100. This is somewhat short of their boastful claim of \$12,000. As you value your own honor and the prosperity of the seminary, be careful how you enter into any engagements with those men of Farmington.<sup>10</sup>

The modern business man knows well that one does not enhance his own reputation or that of his goods by attacking a competitor. James Hall gained nothing by his attack on Farmington, and the irony of it is that his attack was wholly unnecessary. Although Hall did not know of a letter which William King had written two months earlier, that letter shows that Hall was wasting paper and ink. King had written to the Trustees of Farmington Academy on November 16, 1815:

Your proposition for uniting the friends of your academy with those of the Maine Literary and Theological Institution received the necessary consideration. We are directed to thank you gentlemen for the interest which you take in this Institution, and say that our trustees do not think the measure advisable at present. Will you gentlemen advise me as soon as convenient the amount which can be raised by subscription for the Institution provided it is established in your place? Only a substantial subscription will interest our trustees.<sup>11</sup>

No such substantial subscription was forthcoming from Farmington, as King probably suspected. In one of King's letters, he mentions that Anson and Norridgewock were being considered, as well as Farmington, Bloomfield and Waterville, but in the official records there is no mention of those two Somerset towns.



At the meeting of the Trustees on January 15, 1817, the committee stated that it was continuing its investigations and was not ready yet to make a definite recommendation. That autumn, however, they were ready, and on October 1, 1817, recommended that the Institution be established at Bloomfield.

From a reading of the brief minutes of that Trustee meeting it is not easy to tell exactly what happened, but fortunately there is a lot of external evidence that permits us to read between the lines. Three votes are recorded in succession: "(1) to accept the report *excepting* the place proposed for locating the Institution; (2) that the present is the time for locating the Institution on certain conditions hereafter named; (3) that the Maine Literary and Theological Institution be located at Waterville on condition that the sums raised by the town and raised by subscription of the inhabitants of Waterville and its adjacents, in the judgment of the locating committee, are found in such a situation that they are likely to be realized."

The committee was further authorized to fix upon a spot in the Town of Waterville for locating the Institution and to purchase a plot of ground on which to erect the buildings.

During the months that had passed since the Trustees had first sounded out several communities, Waterville seemed to be at a disadvantage. She had no academy and no Baptist church. But what she did have was a group of energetic and determined citizens, led by the town's two wealthiest men, Nathaniel Gilman and Timothy Boutelle. Singly or in partnership, the two owned vast acreage of Maine land. Both were prominent members of the Jeffersonian party and both were well acquainted with William King. Better still, they were outspoken supporters of King's pet project, independence for Maine. Preserved in the King Collection at the Maine Historical Society are several letters from Gilman to King, concerned chiefly with commercial matters, but in every letter Gilman took the opportunity to put himself on record as a booster for an independent state.

When Gilman and Boutelle persuaded the voters to appropriate \$3000 from the town for the new Institution, and when they personally guaranteed the private general subscription of \$2000, victory was at hand. William King had complete confidence in Nathaniel Gilman and Timothy Boutelle. What may be read between the faded lines of the old trustee record is that it was William King who held up acceptance of the recommendation of the committee on which he himself had served, and won the Board over to his minority view. As a result, nearly five years after the General Court of Massachusetts had granted the charter, it was at last decided to set up the Institution on the banks of the Kennebec in Waterville.





## CHAPTER III

### *Pangs Of Birth*

THE decision to locate the Institution in Waterville, reached in October, 1817, precipitated a number of actions. The Trustees appointed General Richardson as agent "to agree with a person or persons, by the job, to proceed in erecting buildings, in whole or in part, at the General's discretion." Later in the same meeting, the Board limited the General's authority, however, by choosing a committee to consult with him and decide what buildings should be erected. Eager to get their institution into active operation, the Board made Daniel Merrill, Otis Briggs and William King a committee to consider and report when in their judgment instruction could commence, whether any officers<sup>1</sup> should be appointed and what their salaries should be. They decided that the tuition fee should be the same as that charged at Bowdoin College,<sup>2</sup> showing again that their intent was to provide college instruction, not merely theological studies.

Daniel Merrill's committee presented a favorable report, which the Trustees at once approved.

Your committee appointed to consider the expediency of electing any of the officers of the Institution at the present session and what their salaries ought to be, and also at what time tuition may probably commence, report that it is expedient that a professor of theology and a professor of languages, or a tutor, be elected at the present session; that the salary of the professor of theology be \$600 per annum, and that of the professor or tutor of languages shall be \$500 or \$400, according as the election shall be a professor or a tutor; also that instruction may commence on the first day of May, 1818, provided the Board be furnished with pecuniary ability by the legislature or otherwise.

At that decisive meeting there was no suggestion that the Institution should have a president or any other administrative officer. Apparently the professors, when finally appointed, would be responsible directly to the Trustees. But no professors at all were appointed at that meeting in October, 1817. The Trustees were eager to have a professor of theology get to work as soon as possible, but they could not then agree on a selection. The best they could do was to authorize a committee of seven to consider the matter thoroughly and report at an adjourned meeting in February.

Daniel Merrill and Caleb Blood were active Maine workers in the Massachusetts Baptist Education Society, and they naturally turned to that society for suggestions regarding a professor of theology. As a result, even before the adjourned meeting of the Trustees was held at Brunswick on February 25, 1818,

the Massachusetts society had proposed the name of Rev. Jeremiah Chaplin of Danvers, Massachusetts. The actual proposal was that the theological school conducted at Danvers by Dr. Chaplin should be merged with the newly organized Maine Literary and Theological Institution, and that Chaplin be appointed Professor of Divinity in the latter. The Waterville Trustees accepted the Massachusetts proposal and elected Jeremiah Chaplin Professor of Divinity.<sup>3</sup> A further vote provided that "the students sent to the Maine Literary and Theological Institution from said Massachusetts Baptist Educational Society shall have instruction and other privileges gratis." A second appointment emphasized the well established intent to provide literary as well as theological studies. The Reverend Ira Chase was chosen Professor of Languages, and the Board voted that instruction by both Chaplin and Chase should begin as soon as possible after May 1, 1818.

Meanwhile action had been taken concerning a specific site in Waterville. At the Trustee meeting on February 25, 1818, Sylvanus Boardman had been made a committee of one "to purchase the Vaughan lot, so called, in Waterville, for a site for the buildings of this institution, this lot consisting of 179 acres." That lot, one of the original of the old McKechnie survey of 1762, had passed through several hands until it had come into the possession of the great Kennebec proprietor, Robert Hallowell Gardiner, grandson and heir of Sylvester Gardiner, one of the organizers of the revived Plymouth Company.<sup>4</sup> (See also Appendix G) Dr. Whittemore states that there had been an earlier plan to purchase the Sherwin lot near the present site of the Universalist Church, but no mention of such a plan ever reached the records of the Trustees.<sup>5</sup> The cost of the lot was \$1797.50, and it extended 40 rods along the Kennebec and back nearly a mile to the Messalonskee Stream. The next lot on the south, called the Briggs lot, slightly larger, 46 rods on the river and extending likewise to the Messalonskee, was soon added at a cost of \$2500. Those two large lots provided the Institution with a site every bit as large as the huge Mayflower Hill property to which the College moved more than a hundred years later. The south line was a bit north of the present Getchell Street, and the north line was near the present upper railroad crossing on College Avenue.

Knowing that they must have some place to house students and hold classes, pending the erection of a building, the Board authorized Sylvanus Boardman "to hire for the term of two years the house on the Wood lot, so called, for the accommodation of students." James Wood had purchased the old McKechnie lot Number 106 and had built on it a large frame house, placing it on the site now occupied by the Elmwood Hotel. In 1818 that house stood well out in the country, the stores on Main Street then not extending north of Temple Street. In fact, the trustee records sometimes refer to the place as the Wood farm. For instance, in February, 1818, it was voted, that the next annual meeting be held (on the last day of August) in Waterville "at the house on the Wood farm."

The chief problem facing the new Institution was lack of money, a problem which indeed was to raise its ugly head many times through the ensuing years. At the meeting in Litchfield in January, 1817, the Trustees had voted to prepare a memorial to the legislature "in order to obtain aid and an increase of the funds of the Institution." It was also decided to prepare a circular to be sent to the several Baptist Associations in the entire Commonwealth of Massachusetts, to encourage their assistance to the Institution. But when William King entertained the Board at his mansion in Bath, for the meeting in the following October, the committee reported that they had been unable to forward a memorial to the



legislature. The Board at once resolved that a petition must surely go to the legislature when it next assembled in January. William Bachelder was appointed to visit the Baptist associations in the western part of the state (Massachusetts proper) and lay before them a petition to the legislature for an increase in funds for the Institution, and request that the moderator and clerk of each association sign it. Sylvanus Boardman agreed to do the same among the associations in the District of Maine. We shall turn later to the fate of that legislative petition, but let us first note other means that were being used to raise funds.

At the meeting in February, 1818, it was voted to ask the persons who had guaranteed the payment of \$2000 in Waterville (Gilman and Boutelle had guaranteed that public subscription) to furnish the money to buy the needed lot. In August the Treasurer was authorized to secure from Deacon Baldwin, appointed to solicit donations, "all information in his possession relative to that subject, and particularly to furnish such subscription papers as were obtained by the late William Bachelder and also the names of persons with whom other subscription papers were left." At the same time a committee, under the chairmanship of William King, was appointed to devise some means to raise the money necessary to meet current expenses.

In August, 1818, King's committee reported that the Treasurer ought to be one who resided in Waterville, who would be near a large proportion of the present subscribers and would be able to collect from them more easily than could someone farther away. It was apparent that the Waterville subscriptions were not being collected in spite of the Gilman and Boutelle guarantee. Therefore, at that August meeting in 1818, the Trustees again took action to secure payment.

Voted, that the Treasurer call for the \$2000 guaranteed by certain gentlemen of Waterville on subscriptions made in favor of the Maine Literary and Theological Institution, and to pay Robert Gardiner, Esq. for a tract of land in said Waterville, for which the Treasurer is instructed to take a well executed warrantee deed in the name of said corporation, and the Treasurer is further authorized to borrow in the name of the trustees a sum of money sufficient to discharge any part of the current expenses.

While private subscriptions and petitions to the legislature came repeatedly to the attention of the Trustees, they were also much concerned about realizing usable funds from the land grant on the Penobscot River. Unless either the land or the timber on it could be sold for cash, it remained worthless for the Institution's purposes. So, during 1817 and 1818, the Trustees acted vigorously to get something out of those lands. John Neal was appointed to proceed to the site of the grant, take care of the timber that had been cut by squatters, settle with those unauthorized persons or bring suit against them. Otis Briggs was named agent for sale of the lands. Meanwhile the land had been surveyed and laid out into carefully described lots. In August, 1818, the Board decided to lease or sell the lands on the best available terms, and make such disposition of the timber as might seem best to a committee composed of Timothy Boutelle, Nathaniel Gilman, Asa Redington, Otis Briggs and John Neal. No immediate satisfaction came from this procedure. Several years elapsed before either land or timber brought in any ready cash.

Meanwhile the Institution suffered, both financially and in prestige, because of an unfortunate altercation between Alford Richardson and William King. It

concerned the legislative petition of 1819. That petition was drawn up, asking for a further grant of four townships of land and a cash award of \$3000 a year. The petition had been put into printed form and circulated among churches and Baptist associations for signatures, so that when King presented the plea of the Institution's Trustees at the spring session of the legislature in 1819 he was able to accompany it with more than thirty supporting petitions. By this time the little Maine school had a lot of friends in the legislature, and prospects were bright for the petition's success. Then came a crushing blow.

One of the most influential members of the Trustees, General Alford Richardson of Portland, protested that the petitions from churches and associations had never been authorized by the Board and were therefore illegal. First let us see what the published histories have to say about this unfortunate affair. Whittemore says:

Printed petitions of churches, associations, and citizens of Maine and Massachusetts in support of the bill were introduced. When brought up, General Richardson, a member of Board, asserted that these petitions had not been legally authorized. This decided the fate of the bill, which was rejected by a vote of thirteen to ten.<sup>6</sup>

In his address at the fiftieth anniversary of the College, President Champlin said:

There was one serious misunderstanding between two prominent members of the Board, which caused a good deal of feeling and discussion at the time. Alford Richardson of Portland, better known as General Richardson, was one of the Institution's original incorporators, and William King, also known as General King, and afterwards the first governor of the State of Maine, being favorable to Baptist views though not himself a Baptist, was chosen a Trustee of the Institution at its second meeting in September, 1813. The Institution, being poor and having received from the Commonwealth only the meagerest endowment, had occasion to petition the legislature for further aid. The petition was presented in 1819, and a circular petition, which had been authorized and circulated among the Baptists of the Commonwealth for their signature, accompanied it. Mr. King procured a bill from the legislative committee, providing a handsome endowment for the Institution, with apparently a good prospect of getting it through. At this point he was met by a statement from Mr. Richardson that the circular petitions had been presented without the consent of the Trustees. The *presentation* of these petitions, it is true, does not seem to have been expressly provided for, but that the preparing and circulation of petitions in some form was authorized is made clear by the trustee records. Why were such petitions authorized at all if they were not to be presented? Why, indeed, should a friend of the Institution, as Mr. Richardson undoubtedly was, throw an obstacle in the way of their success on this technical ground? As the gentlemen belonged to rival political parties, possibly political rivalry had something to do with it.<sup>7</sup>

In his *History of the Baptists in Maine*, Burrage says:

The Trustees in 1819 sought from the legislature of Massachusetts additional aid, and Hon. William King, having brought the matter be-



fore that body, procured a bill from a committee, providing for a grant of four townships of land and \$3000 a year. There was good prospect that the bill would pass until General Alford Richardson, like King a member of the Institution's Trustees, and a member of the First Baptist Church in Portland, protested that certain petitions presented were without the authority and consent of the Trustees. The bill was consequently defeated. Probably, as President Champlin later suggested, political rivalry caused Mr. Richardson's action.<sup>8</sup>

Some light is cast on this controversy by correspondence between William King and Mark L. Hill, held two years earlier, when the Trustees were considering a similar petition to the legislature. On January 15, 1816, Hill wrote to King:

I have seen General Richardson upon the subject of the presentation of the petition. He is full of doubts and fears, appears to be afraid of offending or forfeiting the good opinion of his political friends, hesitates about the propriety of asking for any money at present. I have been endeavoring to obviate all those objections in his mind and in the minds of others over whom he has influence, and it is necessary for those of us who do not belong to their denomination to conduct the case prudently and not urge things against their inclination. I have proposed to have a meeting at Dr. Baldwin's in a day or two, to settle the mode of procedure, for it will not do for one to pull one way and another a different way.<sup>9</sup>

Two days later Hill again wrote to King:

This evening we are to have a meeting at Dr. Baldwin's to try to reconcile and condense the views of our friends the Baptists. A letter has been received from Mr. Boardman, which has paralyzed the thing.<sup>10</sup>

Those letters reveal that, when General Richardson "threw his monkey-wrench" in 1818, it was not the first time he had stirred the waters of discord. He seems to have been the leader of a minority group within the Board who distrusted the non-Baptist members. President Champlin's suggestion that politics was involved in the quarrel was only part of the explanation. Religious feelings and personal animosities were very much in the picture.

How deeply religious convictions were embedded in the political situation is shown by a quotation from the petition which William King presented in 1819:

Your petitioners, in conclusion, cannot refrain from stating what is believed to be a fact, that neither a professed Baptist nor Methodist is now to be found among the instructors at Harvard, Williams or Bowdoin. Considering ourselves pointedly excluded from the government of these institutions, and believing that the religious instruction afforded is of a kind not the most correct, we humbly petition for aid to our own Institution.<sup>11</sup>

The language of that paragraph is so remarkably like a paragraph in the petition of 1815, when the Trustees had successfully sought the right to establish the Institution elsewhere than on the Argyle lands, that one suspects the two paragraphs were both written by the same hand. That could hardly have been the hand of William King, who was not a Baptist. Could it have been the hand of

that clever Baptist politician, General Alford Richardson?

The petition of 1815 had said:

This Institution was established at the request and petition of those persons denominated Baptists within this Commonwealth, and their object was, and now is, to have an institution at which their children may be educated, over which they may have some influence and control. At the present time not a single individual denominated a Baptist is a member of the corporation of any of the colleges within the Commonwealth, and from within the District of Maine they have been very pointedly excluded. As the people denominated Baptists may be considered as comprising one third of the population of the State, they will not be asking too much when they request from the legislature the same aid that has been afforded to Williamstown and Bowdoin colleges as relates to grants of land.<sup>12</sup>

At first the Trustees sided indignantly with General King in his controversy with General Richardson. In August, 1819, the Board spread a solemn resolution on their records:

Whereas this Board have been informed that representations were made in the Senate of Massachusetts that the petitions presented to that body from the Baptist societies in Maine were got up without consent and contrary to the wishes of this corporation, therefore it is voted that such representations were not correct, as this Board did authorize this application to be made to said societies, and requested that the petitions be forwarded to the legislature, and this Board now regret that such representations should have been made as were calculated to deprive them of such equitable endowment as the present state of the Institution requires.

General Richardson was no man to accept such a decision without protest. In the spring of 1820 he wrote to the Moderator of the Board, Sylvanus Boardman, denouncing the decision made at the previous annual meeting and demanding a thorough investigation. His request was granted, and on August 16, 1820, an investigating committee made the following factual report, which, in General Richardson's absence, was unanimously adopted:

At a meeting held in Brunswick in February, 1818, after being agreed to petition the legislature of Massachusetts for aid to the Maine Literary and Theological Institution, it was understood by members present that, in case the application to the legislature should be unsuccessful at the spring session, before the winter session next ensuing a circular petition should be got up and distributed among the Baptist churches throughout the state, to obtain the signatures of their members and others in concurrence with the petition of the Board. In pursuance of this understanding, several copies of a circular petition were presented to the Board at their meeting at Waterville in August, 1818, at which time the said petition was discussed. At the expiration of that discussion, since only one gentleman manifested an objection to the acceptance and distribution of the petitions, it was tacitly understood that they were accepted, and they were consequently distributed by members of the Board and others to whose charge they were committed.



All this being a result of conference and what was supposed to be mutual understanding and not formal resolve, was not therefore recorded. This circumstance has, in the opinion of your committee, given rise to different and conflicting opinions in two distinguished members of the Board. On one part, General King, embracing what he conceived to be the understanding of the Board, affirmed that the said circulars did originate and circulate by the Board's consent and authority. While on the other part, General Richardson, governing himself by what appeared upon the records of the Board, said that the circulars were gotten up and circulated without the Board's knowledge and consent.

Even after that impartial statement of the case, General Richardson was not willing to drop the matter. A year later he demanded that the Secretary of the Board send him a transcript of the vote passed at Litchfield in 1817. The Secretary complied and the General received the following transcript:

Litchfield, January 15, 1817

Voted to choose a committee of seven to prepare and forward a memorial to the legislature, in order to obtain aid and an increase of the funds of the Institution, also prepare petitions and forward them to the Baptist societies.

In the original record the words "prepare petitions and forward to the Baptist churches" has been written between previously written lines, but whether that was done immediately or long afterward a modern reader cannot determine.

At the annual meeting in 1821, the Trustees voted to declare vacant the seat of General Alford Richardson, because of his continued absence from meetings. In his place they elected Josiah Seaver of South Berwick. The two generals continued at odds for several years but were eventually reconciled. In 1834 General Richardson again accepted a seat on the Board, where he worked in harmony with William King for the welfare of the College. But irreparable damage had already been done. If King's bill, appropriating four townships of land and \$3000 a year, had been passed, it would have made a lot of difference. Long years of precarious existence on a starvation diet might have been avoided. But meanwhile a devoted, energetic, and persevering man had come upon the scene. In June, 1818, Jeremiah Chaplin had arrived in Waterville.





## CHAPTER IV

### *Jeremiah The Prophet*

WE are so accustomed to thinking of prophecy as prediction of future events that we forget the original meaning of the word. A prophet is one who "speaks for." The biblical prophets were men who spoke for God, and Jeremiah Chaplin was a nineteenth century disciple of the great prophetic tradition. When he left the comfort of his Danvers parsonage to try a new venture in the wilderness of Maine, he heard that call as the voice of God. If God wanted Jeremiah to speak for Him in the forests along the Kennebec, Jeremiah was willing to go. But here was a double task. He must now speak not only for the Lord, but for that which he was sure the Lord, through devout Baptist ministers, had brought about—an educational institution far up in the Maine woods.

Jeremiah Chaplin was in the sixth generation of the Chaplin family in America. He was descended from Hugh Chaplin, who had come to this country from England in 1640, and had received a house lot in Rowley, Massachusetts, when Essex County was created in 1643. When he died in 1654, he left an estate appraised at 123 pounds, a considerable sum for those pioneer days. Hugh Chaplin was a freeman, which shows that he was a recognized communicant of a Puritan church of the standing order, and it was not until the time of his great-grandchildren that any of the family became Baptists. For that decision by Jeremiah's father, Asa Chaplin, a woman may have been responsible. This is the way Mittie Myers Chaplin tells the story:

Mary Bailey lived in Haverhill, several miles from Asa's home in Georgetown. Perhaps some of his boyhood friends were among the sons of families who in 1754 had withdrawn from the parent Congregational Church in Georgetown and had established a church of the Baptist faith at Bradford, just across the Merrimac from Haverhill. In Haverhill itself there was a militant Baptist church led by a talented young clergyman, Rev. Hezekiah Smith. That church was especially attractive to the young people. Perhaps it was in such a group that Asa Chaplin first met Mary Bailey. Thus she may have been the opening wedge to his conversion to the Baptist faith.<sup>1</sup>

The personal conduct approved by the old Puritan regime was not at all mitigated for Asa Chaplin when he became a Baptist. He was a strict Sabbatarian. For him the workday week ended at three o'clock on Saturday afternoon, so that the remainder of the day could be spent in preparation for the Sabbath, which ended at sundown on Sunday. Mrs. Mittie Chaplin tells that, when the

great preacher Whitefield came to Georgetown, the Congregationalist pastor tried to persuade Asa Chaplin to attend the service. Chaplin refused, saying he had no fault to find with his own minister.<sup>2</sup>

Such was the environment in which Jeremiah Chaplin spent the formative years of his life, following his birth on January 2, 1776, in Rowley, Massachusetts. At the early age of ten he had made his profession of faith and had been baptized into his father's church. He continued to live at home, working on the farm, until he was nearly of age. Unlike many Baptist fathers of the time, Asa Chaplin was not averse to advanced education. Observing that Jeremiah loved books and was quick to learn, Asa approved of the lad's ambition to attend the only Baptist college in New England, Brown University at Providence. In 1799 Jeremiah received his Brown diploma, spent a year at the University as a tutor, then commenced theological studies with a noted Baptist divine, Dr. Thomas Baldwin of Boston. In 1802 he was called to be pastor of the Baptist Church at Danvers, not far from his birthplace. Jeremiah knew the place well. His father, with three other men from the Georgetown church, had assisted in the organization of the Danvers church in 1793, and "Georgetown people had many acquaintances in Danvers as they journeyed through, going to Marblehead, where they sold mackerel kits or firkins to fishermen."<sup>3</sup>

Jeremiah Chaplin has been called one of the most learned theologians of his time. He was an original thinker and was said to express his thoughts with equal originality. His long sermons, expounding and defending biblical passages, were apparently so spirited that they held attention through long and wearisome arguments. Nevertheless his son-in-law is quoted as saying, "Unhappily he had not the advantages which grace of manners and finished oratory give to the public speaker, especially in the pulpit. Hence his life as a pastor, and the rich fruits of his piety and learning, were expended among small churches in rural districts."<sup>4</sup>

Although diligent search has failed to disclose any contemporary portrait of Jeremiah Chaplin, we do have a verbal description of the man. He was thin, spare and tall, with sharp, angular features and a penetrating eye. James Brooks said that he had "a rather sepulchral voice, which in his sermons and prayers went out in cadences that rose and fell with a singular effect upon the ear. He made perpendicular gestures with his right arm, keeping time to the changing cadences of his voice, without much reference to the subject matter of his discourse."

On April 16, 1806, Jeremiah married Marcia O'Brien of Newburyport, daughter of Captain John O'Brien, a distinguished naval officer in the Revolution who had participated in the first victory of the Continental Navy in the engagement off Machias. The young minister from Danvers, who was later to face boldly and unflinchingly many a difficult task away down east in Maine, seems to have been unusually shy with Marcia. Mrs. Mittie Chaplin tells us, "Upon meeting Miss O'Brien, Jeremiah felt that his life partner had been found. One Sunday evening he gave her a sealed envelope, telling her not to open it until the next day. It contained his proposal of marriage, which the young lady accepted."<sup>5</sup>

When the Trustees of the Maine Literary and Theological Institution first heard of Chaplin, he was already operating what the Institution's records refer to as "theological school at Danvers." Just what did that term mean?

In the early years of the nineteenth century, the most common method of preparation for the three learned professions of medicine, law and the ministry was to study with some licensed practitioner. A kind of apprenticeship, this method prevailed longer for young men seeking admission to the bar than it did in the two other professions. Yet, as late as 1847, Thomas Flint of Anson was



learning medicine under Dr. Valorus Coolidge of Waterville when that notorious physician was arrested for the murder of young Edward Mathews. When the Maine Literary and Theological Institution was opened, organized theological schools were few, and any minister who had more than one young man studying with him at one time was said to be conducting a school. In the spring of 1818 Jeremiah Chaplin had seven such students living in the Danvers parsonage and subject to his instruction. For each of those students the Massachusetts Baptist Education Society paid Chaplin a modest fee, for which he had to supply board and lodging as well as instruction. Mrs. Chaplin did the students' washing and mending.

The fact that Chaplin had as many as seven students under his instruction may have had something to do with his nomination to the Maine trustees by the Education Society. Probably few other Baptist clergymen in Massachusetts were training more than one or two boys. A minister who had a good reputation for theological learning and who could supply seven ready-made students would give the new Institution a fine start.

On the June day in 1818, when Jeremiah and Marcia Chaplin left the old parsonage in Danvers for their venture in Maine, they had already become the parents of seven children. Two girls had died in infancy. Of the five survivors who were now on the way to Waterville, the oldest was John O'Brien Chaplin, aged eleven. His sister Hannah was nine, his brother Jeremiah Jr. was five, and his brother Adoniram Judson Chaplin, named for the famous Baptist missionary to Burma, was only two. The youngest of the family, a babe in Mrs. Chaplin's arms, was Anna Hesselstine Chaplin, who had been born only five months before the family left Danvers.

It has been said that Mrs. Chaplin kept a journal of the family's trip to Waterville. That is not strictly true. What she wrote was a long letter addressed to friends in the church back in Danvers. It was the kind of letter many women have written before and since her time, with parts of it written on different days, until the writer found a good chance to mail it. The letter did therefore turn out to be a kind of journal, for it was indeed a chronological account of the voyage by sloop from Boston to Augusta, by longboat up the Kennebec to Waterville, their reception in the town, and their first three weeks in Waterville. The full text of this letter has been placed in Appendix G.

Never for a moment did Jeremiah Chaplin forget that he was a minister of the gospel. Mrs. Chaplin recorded that he conducted services several times on the journey. The wife proved to be shrewdly adept at public relations. Meeting a boat that was coming down the river, and learning that the occupants lived in Winslow, across the river from Waterville, she "requested them to visit us on the Sabbath and invite their neighbors, as there would be preaching at Waterville, for we meant to have a meeting if Mr. Chaplin should be obliged to follow the example of the Apostle who preached in his own hired house."

The Chaplins had left Boston on June 20, 1818, on one of the numerous coasting sloops that claimed that city as its home port. For a time it was thought that the sloop that brought the Chaplins to Maine, since it bore the name *Hero*, was the same sloop from which Captain Palmer of Stonington, Connecticut, first sighted the Antarctic continent. It is now known, however, that there were several New England sloops named *Hero*, and that Palmer's was built on the Mystic River, while that which carried the Chaplins was built at Boston, and the two boats had quite different dimensions. When plans were made for the Miller Library on Mayflower Hill, more than a century after the *Hero* brought the Chap-

lins up the Kennebec, it was decided that an appropriate weather vane on that highest tower in Maine should be a replica of the sloop *Hero*. But what did that sloop look like? No one knew. Raymond Spinney, a graduate of Colby in the Class of 1921, had long been interested in antiquarian research in the Boston area. His diligent search of records and drawings at the Boston Custom House finally turned up a complete description of the sloop *Hero*, so that it was possible to make a bronze replica, six feet long, which now stands atop the tall tower of the Library on Mayflower Hill.

In the middle of the nineteenth century small vessels could sail up the Kennebec all the way to Waterville, because a canal around the dam at Augusta enabled them to get around the rapids at that town. But that canal had not been built when the *Hero* came up the river in the summer of 1818. That sloop could get to Augusta, but no farther. Mrs. Chaplin tells us, "Wednesday afternoon, about two o'clock, we left the place (Augusta) and took one of those longboats which are used on the Kennebec River, and which, being made with a booth in one end, are very convenient for the transportation of families as well as goods." The longboat was a long, low, flat-bottomed craft, square at both ends, steered by a long oar, and having a single tall mast with two or three square sails.<sup>6</sup> Because the wind on the river was highly undependable, these boats were often pulled along by oxen treading a towpath along the shore. That is what happened when the Chaplins took their journey. Mrs. Chaplin wrote, "Sometimes, when the wind was unfavorable, it was found necessary to go on shore and procure oxen, which standing on the water's edge with a rope fastened to them and to the boat, much assist its motion." But sometimes even the help of oxen was not enough, for Mrs. Chaplin says, "We went along with their assistance [the oxen's], but as the wind was several times weak, the men took the rope and helped us along."

When one can now enter an automobile at the State House and be at the Waterville post office in half an hour, it is difficult to comprehend the time it took to make that journey by longboat in 1818. Slow and tedious as it was, Mrs. Chaplin says it was preferable to the twenty mile journey over land. "We thought it would be more pleasant and less fatiguing than to go in a carriage." When night overtook them, the Chaplins were three or four miles below Waterville, so they spent the night at a farmhouse. Mrs. Chaplin did not say whether it was on the Vassalboro or on the Sidney side of the river, but it was probably the former, because most of the longboats stopped at Getchells Corner. Setting out again early the next morning, they arrived in Waterville at ten o'clock. They had left Augusta at two o'clock on Wednesday; they reached Waterville at ten o'clock the next forenoon. That was the time consumed by a journey that now takes the traveler half an hour.

The eventful day when the man who was to become the first president of Waterville College arrived in town was June 25, 1818. Waterville citizens, anxious to see the new Institution launched in their town, greeted the Danvers family warmly. As Mrs. Chaplin recorded it, "Just before we reached the shore, we observed a number of gentlemen coming toward us. We soon found their object was to welcome us to Waterville." The Chaplins were taken at once to the home of the man who had led the movement to secure the institution for Waterville, Squire Timothy Boutelle. "Mrs. Boutelle met us at the door with as much freedom as though we had been previously acquainted."

Even a century and a half later, when ease of communication now leaves few isolated areas in our whole nation, people from other states have strange notions about the inhabitants of Maine. Citizens of the Pine Tree State are looked



upon as woodsmen, watermen and hunters, as rather crude, unsophisticated individuals unused to cultured ways. No wonder Mrs. Chaplin so pictured them before she came to Waterville. She was soon disillusioned. "They do not seem to be such ignorant, uncultivated beings as some have imagined. Many of those I have seen appear to be people of education and polished manners."

Waterville's Elmwood Hotel is now in the heart of the city's business section. On that site in 1818 stood the large frame house that had been built by James Wood. After Wood's death the house had been vacant for about a year when the Trustees rented it to accommodate Chaplin's family and his seven theological students. Mrs. Chaplin found that the Wood house was then situated in the suburbs. "Our house is rather retired from the thickest of the village although neighbors are quite handy."

Jeremiah Chaplin was more than a pious preacher and a conscientious teacher of young men bound for the ministry. He was a crusading Baptist, and he had been in Waterville less than two months when he organized, at a meeting in his home, the First Baptist Church of Waterville. He served that church as pastor or co-pastor for several years, and led it through the difficult task of erecting its own meetinghouse in 1826, the first to be built by any denomination in Waterville. The only previous meetinghouse had been a community structure erected on the town common in 1798. It was open to the use of all denominations, and in it Chaplin himself had preached on his first Sunday in Waterville. All his life Jeremiah Chaplin considered it was his first duty to do the Lord's work.

The tall, spare, reverend gentleman in the Wood house was also a lover of books. Ten years before, in Danvers, he had helped organize a social library, and had set aside a room in the parsonage for its collection of books. On those shelves were not only volumes of religion and theology, but also *Robinson Crusoe*, *Vicar of Wakefield*, *Pamela*, *Clarissa Harlowe*, and *Don Quixote*. A Danvers native, Samuel Page Fowler, wrote long afterward, "I well remember in my boyhood how these solid authors stood in the pine bookcase off the minister's kitchen. They were all bound in sheep or calfskin, in a strong and durable manner that seemed to exhibit a character and respectability not seen in bindings of books of the present day."<sup>8</sup> Although Chaplin donated many books to the social library in Danvers, he retained a sizable personal collection, which he brought with him to Waterville. We know that, besides numerous volumes of sermons, he brought along Paley's *Theology*, Butler's *Analogy of Religion*, the *Imitation of Christ*, *Serious Call to a Devout and Holy Life*, *Human Nature in its Fourfold State*, Hannah Adams' popular volume on the world's religions, and Josephus' *History of the Jews*. Among his secular books were Parks' *Travels in Africa*, Goldsmith's *History of the Earth*, and a work on natural history called *Animated Nature*.

In respect to the use of alcoholic beverages Chaplin was well ahead of his time. Not only was liquor served liberally at the raising of the houses and barns, but it even accompanied the building of churches. When the minister called on a family, custom demanded that they offer him a stimulating drink. Chaplin had offended one of his Danvers deacons by refusing to partake of the man's proffered liquor. The deacon became so angry that he told Chaplin, if the latter did not drink the rum, the host would pour it down the minister's throat. According to Chaplin, he didn't take the drink and the threat was never carried out. In Waterville this Baptist preacher became at once the leader of a vigorous, but unpopular temperance movement. Although he left Waterville long before Neal Dow won his battle for Maine's prohibitory law in 1851, Chaplin did see in the community the organization of a thriving chapter of the Sons of Temperance.

Chaplin liked to take walks with his students along the bank of the Kennebec or out to the thriving new settlement of Ten Lots in the western part of the town. Tradition has it that the path along the river back of the first college buildings became known as Meditation Lane.

From his published sermons it is clear that Chaplin was a Baptist of the stern Calvinist persuasion. As such, he appealed strongly to the predominant conservatism among Maine Baptists of that time. Although the doctrine of the Free Will Baptists was beginning to get a foothold east of the Piscataqua, Arminian beliefs which denied predestination were not countenanced by a majority of "the denomination stiled Baptists." Jeremiah Chaplin scorned what his fellow Baptists called the heresies of the Age of Reason, and he had no sympathy with the religious skepticism which characterized the period immediately after the Revolution. He habitually turned to the Bible for his thinking and directly to God for his inspiration. He had only contempt for the boasted pleasures of men.

Chaplin believed that Christian churches and Christian schools had a continuing place in God's conflict with a very personal Devil. In his sermon at the ordination of his student, George Dana Boardman, as a "missionary to the heathen," preached at North Yarmouth on February 16, 1825, Chaplin said:

Many Christians appear to underrate the efforts which are likely to be made for the overthrow of the cause of Christ. They imagine that the conflict, which has so long been maintained between the church and her enemies, is nearly over, and that she has little more to do than take possession of her inheritance. That is a delusion. Many events have taken place, within a few years, that are calculated to arouse the Prince of Darkness and to excite him to his most vigorous exertions. Can we suppose that the season of millennial glory will be introduced without some desperate efforts on the part of Satan to prevent it? And in that conflict who are most likely to suffer? Who must expect to stand in the forefront of the battle? Must it not be those who by their missionary labors have contributed most to dispel the darkness which has so long covered the nations—the missionaries nurtured and sent out by our churches and institutions?<sup>9</sup>

Robert E. Pattison, who was president of the College from 1853 to 1857, did not meet Chaplin until the latter was more than fifty years of age. He did not know the first president during those active administrative years from 1818 to 1833. But usually men do not change greatly in essential character in the years from 25 to 40. Pattison said of the Chaplin he knew:

His first appearance impressed one with the idea of something unusual. He who had seen the man but once would not be likely to forget him. Though there was an absence of gracefulness, there was something in his tall, spare frame, broad shoulders and bony face, in his low but intellectually developed forehead above the small black, piercing eyes, which rarely failed to arrest attention. A natural impression, modified by a degree of awkward diffidence not less natural, but with a contemplative, meek and benevolent spirit, set him apart from his fellows. In spite of his personal modesty, he was susceptible of an ardor of feeling that reached full development in his zeal to build up this college. There was, in his case, none of that cold resolve of which some men are capable, and by which they are sustained amidst all reverses and disappointments. Reverses hurt and scarred him. He felt intensely the



wounds of adversity. For that reason his triumphs in behalf of the college were all the greater.<sup>10</sup>

As we shall see in a later chapter, Chaplin left the college as a result of difficulties with the students. Yet, ten years after that unhappy separation, Dr. Pattison was able to say:

When Dr. Chaplin retired from this place, there is reason to fear that he carried with him an unhappy but false impression of the estimate the public set upon his services. Few individuals ever retired from a station of equal responsibility with more universal respect. He carried with him the affections of all who were capable of appreciating him, and the reputation of being a great and good man who had done an important and useful work.<sup>11</sup>

Stern Calvinist though he was, Jeremiah Chaplin had profound respect for education. He had no sympathy for those who held that the church did not need an educated ministry. He had pity, but no respect for the earnest young men who had envisioned P.C. blazoned across the heavens and had interpreted it as *Preach Christ* when for them it probably meant *Plant Corn*. Chaplin was convinced that a man could be true to his Bible and still respect the learning of men. He went a great deal farther than some of his Baptist brethren, who held that a strictly theological education was all any minister needed. He believed that minister and layman alike needed a liberal literary education. To that view too many of the Baptist constituency in Maine were apathetic, and to overcome that apathy Jeremiah Chaplin devoted his talent and his zeal.

Such was the man who came to Waterville in 1818 to start a literary and theological institution. Jeremiah the Prophet was now ready to go to work.





## CHAPTER V

### *A Modest Start*

WHEN the Institution was established, there seems to have been no intent to elect a president. Jeremiah Chaplin was appointed solely as Professor of Divinity and Ira Chase was asked to be Professor of Languages. That the two were to act independently and both be responsible directly to the Trustees is implied by the records. The Trustees either thought the theological and literary departments would have entirely different students, or they had a naive confidence in the possibility of harmony in a situation where no one in residence had administrative authority.

Ira Chase declined to teach the literary subjects. No one was immediately found for the position, and during its first two years the Maine Literary and Theological Institution lived up to the last half only of its name. Chaplin's theological students comprised the entire student body. In May, 1819, there were seventeen such students. How many were enrolled during the entire existence of the theological department cannot be ascertained. The college archives contain no record of those theological students who began, but failed to complete, the course. The Triennial Catalogue of 1825 did publish the names of all men who finished the theological course before it was abandoned in that very year. Three had received certificates in 1820, one in 1821, three in 1822, one in 1823, two in 1824, and five in 1825—a total of fifteen men. Only one of them achieved fame, and he did so vicariously. He was Henry Stanwood, who as principal of China Academy induced Elijah Parish Lovejoy to attend Waterville College.

The Institution, minus its literary department, went through a precarious year in 1818-19. At a meeting of the Trustees in May, the Treasurer reported a current debt of nearly a thousand dollars, in addition to what was still owed on the purchase of Waterville land. Not a single building had yet been erected. Chaplin, promised a salary of \$600 a year, had been paid only \$490. House rent of \$140 was still owed to Abial Wood. John Neal claimed \$193 for surveying the Argyle lands, and the Treasurer, Timothy Boutelle, was out of pocket \$88.52 for money he had advanced to pay small bills. Naturally the Trustees were greatly concerned. How could such a deficit be met?

As was to happen time and again during the following decade, it was Chaplin who made the first sacrifice. He offered to remit \$100 of his promised salary, and the Board solemnly voted that "whereas Professor Chaplin has generously offered to relinquish one hundred dollars of his salary the present year, he shall have similar accommodations the year to come as the last year." That vote meant that Chaplin was to have another year of free rent in the Wood house.

John Neal had taken a few notes for sale of land from the college grant, but those notes could not be turned into cash. Prospective buyers for the lands were

scarce enough anyhow, and the few who did seem interested could make no cash payments. The Trustees therefore felt compelled to turn their attention to the land which they had acquired in Waterville.

When the old campus was abandoned and the college was removed to Mayflower Hill, more than a century later, the area of the campus proper had been reduced to 29 acres, with a few more lots still owned by the College on College Avenue between the railroad crossing and the Elmwood Hotel. What had happened to the huge tract of more than 800 acres, which the College had once owned between the Kennebec and the Messalonskee? It was known that several sales had been made to the railroad between 1848 and 1880, but what was not as well known was that over the years numerous sales had been made to individuals, chopping off, bit by bit, all of that extensive acreage except the crowded 29 acres along the river.

The losses began at that pessimistic trustee meeting in 1819. It was then voted that "a committee of three (Asa Redington, Nathaniel Gilman and Timothy Boutelle) be appointed to sell the lands belonging to the Institution in Waterville, lying on the west side of the road leading to Fairfield, and receive notes payable in six or twelve years on interest." It did not appreciably soften the blow when the Board also voted to authorize a committee to "appoint agents for the purpose of soliciting subscriptions and donations for the Institution." The damage had already been done, and a disastrous whittling away of the Waterville land had now commenced.

During the year, Chaplin had become increasingly concerned about local public relations. Waterville citizens were asking pointed questions. Where was the promised literary department? When was the Institution going to start a building? Did the Trustees really intend to build in Waterville, or would they soon set up the school elsewhere? Although a substantial part of the local subscription had been promised in the form of labor or material for buildings, Chaplin felt that a significant part could be secured in cash, if the subscribers could be convinced that the Trustees meant business. On March 1, 1819, Chaplin wrote the following letter to William King.

The legislature, it seems, has rejected our petition,<sup>1</sup> and in doing this have told us we must either be contented to sink or must help ourselves. I hope we shall unanimously resolve to do the latter. I cannot think of abandoning the Institution. It is, in my view, an establishment of great importance, and eminently calculated, if properly managed, to promote the interest of literature and religion. But I apprehend it is vain to expect any more encouragement from the legislature. So many men of influence in the state are engaged to support the University at Cambridge and the two colleges already established,<sup>2</sup> that we shall find it very difficult to obtain a legislature disposed to assist us.

The members of our legislature who belong to Massachusetts proper expect, no doubt, that the District of Maine will ere long become an independent state, in which event all they give to an institution here will, as to their constituents, be thrown away. Should Maine be formed into a separate state, we should have a reasonable prospect of aid from the new legislature. But a considerable time would elapse before aid could come to us. Our resources are extremely small. The agents appointed to dispose of our township on the Penobscot have not been able to do anything as yet. Nor does it seem likely they will be able to sell either soil or timber very soon.



Besides, we are yet considerably in debt for the lot purchased in this town. There is indeed enough due from persons in the vicinity who subscribed to the Institution, but it is difficult to persuade them to make payment. They feel disappointed. They expected the Institution would go into operation last May. They have now waited nine months and very little has been done. Instruction has not yet commenced in the literary department. As to the theological instruction, they see it indeed in operation, but on a very small scale. Hence they are ready to conclude that the money they have subscribed will be lost, at least to them and their families. Many of the subscribers are of the poorer class and expected to pay their subscriptions in labor or material for building.

In such a state of embarrassment, is it not necessary to call a meeting of the Trustees without delay? I think if the Trustees would appoint suitable agents to travel through Maine, New Hampshire, Vermont and Massachusetts, something might be obtained in this very year.

Messrs. Redington, Gilman, and Boutelle<sup>3</sup> all seem desirous that some such measure be adopted. They entertain the hope that, should the people of this vicinity perceive that the Trustees are disposed to make vigorous efforts to place our Institution on a respectable footing, they will not only pay with cheerfulness what they have subscribed, but will afford substantial aid in other ways. These three men expect to assemble the people of our village, tomorrow evening, to hold a consultation on this matter.<sup>4</sup>

Just a week later, on March 8, the worried Chaplin again wrote to General King. King had evidently assured Chaplin that there was still hope of getting something from the Massachusetts legislature. Chaplin could not share the General's optimism. For a man who spent his life in pulpit, study and classroom, Jeremiah Chaplin was an unusually practical man. He advised King to face the cold logic of the situation.

I am not as sanguine as you in regard to aid from the legislature. I think we should prepare for the worst. Even if the legislature should grant us all we ask, and we should sell a part of the township granted on the Penobscot, we shall still need a great deal more to enable us to put our seminary on a respectable footing. We have expensive buildings to erect, a library to procure, and instructors to pay. For those objects large sums will be necessary.

The sum of \$800 is due in this town from men who, at the time they subscribed, expected to make payment in labor and materials, and who cannot be prevailed to advance the money. Mr. Gilman believes that, should the corporation assemble early this spring and authorize the erection of a handsome wooden building sufficient, in addition to the house already hired, to accommodate the instructors and students, the work might be done without much expense to the Institution. He appears confident that then a very handsome addition to the sum already subscribed might be obtained. He, Redington and Boutelle believe the main point is for the Trustees to resolve on the erection of a building this year. Until this is done, it will be difficult to persuade the great mass of the people here that the Institution is likely to go into complete and successful operation. They expected that two professors would have been employed and one building, at least, erected last summer. They complain that so much money has been expended on the purpose of



land, and can hardly believe that the Trustees truly intend to establish the Institution in this town. It is useless to tell them that their suspicion is groundless. They will not believe us till they see effectual means taken for the erection of a building on the college lot.

At a meeting in the village last week, the following resolution was passed: 'Resolved, that Messrs. Gilman, Appleton, Partridge and Chaplin be a committee for the purpose of carrying into effect our resolution that we consider it highly important that the Maine Literary and Theological Institution be put into complete and efficient operation as soon as possible, and that a building for the use of the Institution be erected during the ensuing summer, for the attainment of which object we engage to use our best endeavors.'<sup>5</sup>

General King was reluctant to call a special meeting of the Trustees. He still hoped for aid from the legislature, and much of his personal time and energy were now being devoted to working out the ultimately successful plans for separation of Maine from Massachusetts. He still held the institution at Waterville close in his affections, but it was not his major interest. A month went by, and Chaplin felt impelled to write the General again.

You think it expedient for the friends of the Institution, in case of extremity, to put their hands into their pockets, and you add, 'which I am perfectly willing to do.' I do not know but we shall have to take you at your word. Rev. Mr. Bolles of Salem has generously offered to give \$100 toward defraying the expense of the building which we hope soon to erect. A few such offers would put us in possession of all the money we need for that object.

Mr. Boutelle and I believe that little or no money can be obtained from the Baptist churches by addressing them through the medium of the newspapers. Besides, we fear that, to address them in that manner, would give a political character to our seminary, which we ought to avoid.

I have little expectation of legislative aid so long as we remain united to Massachusetts. I am inclined to think we shall ultimately succeed in our endeavor to endow the seminary established in this place, provided we make vigorous and persistent exertions and enjoy the smiles of Divine Providence.

Messrs. Redington, Gilman, Appleton and Boutelle met at the Waterville Bank on Saturday afternoon and concluded it was expedient to muster a company for the proposed clearing of part of the college lot and of hewing the timber to frame the building. The day appointed is Wednesday next.<sup>6</sup>

Jeremiah Chaplin's importunity at last prevailed, and a special meeting of the Trustees was held on May 19, 1819. General King was absent, but Timothy Boutelle, who had come to be, next to King, the most influential man on the Board, put the weight of his influence behind Chaplin's plea for immediate building. A committee was appointed "to inquire into the finances and report later in the present meeting what money may be raised this summer for erecting buildings." The committee's report, while not glowingly optimistic, did encourage the Board to set up another committee "to take into consideration and report at the present meeting the expediency of erecting one or more buildings during the present year, on college land in Waterville, and of what size and of what

materials." In response to the report of this second committee, Nathaniel Gilman, Timothy Boutelle and Asa Redington were made a committee:

To erect a wooden building on the college land, two stories high and 40 by 20 feet, with an ell 22 by 18 feet, and the said committee are hereby directed to use the lumber now on the spot and are authorized to collect the subscriptions which were made in Waterville and vicinity for the Institution, and which were payable in labor and lumber, and to apply them to the building of said house. Said committee are also authorized to contract for brick to be made, not exceeding 200,000, and also for other material for the college edifice to be commenced as early next season as practicable, and to prepare and present to the Trustees at their next meeting, in August, 1819, a plan of a college building; and said committee are also authorized to fix the place on which to erect the wooden building.

That vote of the Trustees is of such historical importance that it deserves careful elucidation: In the first place, it makes clear that the predicted gathering of citizens to clear the lot, late in April, actually took place. Citizens turned out with axes and saws, cut the trees, and stacked the logs, so that they could be easily carted to a sawmill.

The recorded vote also shows that the Trustees were planning for two buildings. The first, to be built immediately, was a wooden structure in the form of a dwelling house. A house of two stories, of which the main portion measures only 40 by 20 feet is not a large building, even when a 22 foot ell is appended. That first building on the college lot was intended to free the Institution from the necessity of renting the Wood house. It was to be a home for the professor of divinity and his family, and have room enough to house a few theological students, just as Chaplin had been doing in the Wood house and previously in the parsonage at Danvers. But such student housing was to be only temporary. Not only did the Trustees expect soon to have more students than the proposed house would accommodate, but the entire house might soon be needed for Chaplin's growing family. That house for the professor was to be erected immediately, in the summer of 1819.

The vote also provided for a second building, to be built in the summer of 1820, and that was to be a substantial college building, constructed of brick, though at the time of the May vote its dimensions had not been determined. At the annual meeting in August it was decided that the large brick building should be 120 feet long, 40 feet wide, and three stories high. That was not far different from the building which the original trustees had intended to erect in the wilderness on the Penobscot River, when the first charter had required that the college itself be placed on the Argyle grant. In 1813, within a few weeks of securing the charter, the Trustees had voted:

It shall be the duty of the Standing Committee to fix the spot on the township for the Institution. They shall cause a plot of ground one hundred rods square to be cleared as soon as conveniently may be, the plot to extend 60 rods in front of the spot chosen for the building, and on each side squally. They shall proceed, as fast as funds will permit, to prepare brick and other materials for one building, which shall be 38 feet wide, and its length in proportion to the means and apparent exigency of the corporation, said building to be three stories high, the lowest nine feet, the second eight feet, and the third seven feet all in the clear.



The house for Chaplin was started in July, 1819, on the site afterward occupied by Memorial Hall. Waterville's pioneer merchant, James Stackpole, recorded in his diary that on April 26, "At Mr. Chaplin's request there turned out about six men, to clear a piece of the college lot for him to set his house."<sup>7</sup> Then on July 15, "A number of citizens are helping Mr. Chaplin put up his house on the college lot." In September, Chaplin himself wrote to Dr. Baldwin in Boston: "We are going on with our dwelling house and are making preparations for the large college building, which we intend to erect next season. I say 'intend', but how we shall obtain the necessary funds I do not know. All I can say is that I trust the Baptist people in the region have money enough to defray the expense of putting up such a building, and that the Lord will open their hearts. I wish our friends at the West could give us a lift, but this must be as they please." Already, in July, Chaplin had written to Lucius Bolles, a prominent trustee: "Our agent has just begun to prepare for erecting the building which the corporation at their last session agreed to erect on the college lot."

When the new college year started in the late summer of 1819, the frame house being erected for Chaplin was nearly ready for occupancy, and plans were confidently in motion for the large college building. Chaplin's fears about sufficient funds proved to be well founded. The big building did not go up during the following summer. It was not until 1821 that those plans came to fruition.

Meanwhile the Trustees were busy winning friends and influencing people to loosen their pocketbooks. The first printed document issued by the Institution was widely distributed in the summer of 1819. It consisted of two parts: an historical account of the school's origin, and an appeal to the public for support. The full text of this document, published on May 21, 1819, will be found in Appendix H.<sup>8</sup>

The pamphlet called attention to the two distinct departments of what was termed a "seminary." It said, "The design of the Trustees in founding this seminary is not limited to such students as have the gospel ministry in view, but extends to those who are desirous of engaging in any of the learned professions. It has, accordingly, a literary as well as a theological department. Students who enter the former are required to possess nearly the same qualifications and pursue, in general, the same courses of study as those who enter the several colleges of this commonwealth."

The theological students were divided into three groups. Those who had already received thorough instruction in Latin and Greek would devote two years to theology and sacred literature. A footnote added, "At present there are in the seminary no students of this description." A second group, with no classical background, would remain for four years, devoting the first three to Latin and Greek, and the fourth to theology. A third group was comprised of students who had no intention of studying the classical languages. They took a two-year course, pursuing in the first year English grammar, arithmetic, rhetoric, logic, geography, and English composition, then devoting the second year to theology.

The seminary calendar can be deduced from what the pamphlet says about vacations. The statement reveals, to our surprise, that the school year began, not in September, but in May. The first term extended from the middle of May to the third Wednesday in August; the second term began early in September and closed on the last Wednesday in December. Then came the long vacation, which was to be customary in New England colleges through fully three-quarters of the nineteenth century. The third term began about the first of March and closed on the first Wednesday in May. The most familiar feature of this calendar was the



three-term system, which prevailed in most colleges until well into the twentieth century, when the semester plan became more common.

What did it cost to attend the Maine Literary and Theological Institution? Tuition was four dollars a term. Board and room could be had for one dollar a week, if the student cared for his room and did his own washing. If care of the room, washing and mending were supplied for him, the cost was \$1.50 per week. He had to supply his own fuel at \$1.50 a cord in four-foot lengths, then saw and split it himself.

As early as 1819 the Institution recognized a custom which caused annoyance to both faculty and students in the New England colleges for many years. The pamphlet refers to this custom in these words: "Students are permitted to assist themselves by keeping school during the winter vacation, and may be absent, for that purpose, four or five additional weeks, provided the instructors deem it necessary." As a result of that provision, the spring term often opened with fewer than half the students in attendance. They straggled back over a period, not only of five, but sometimes of seven or eight weeks, with the harassed professors doing their best to see that missed recitations were properly made up. Sometimes the work could be covered by examinations, but in that day, when great emphasis was placed on the oral recitation, professors devoted many extra hours to students who had spent the winter presiding over one-room district schools.

That portion of the pamphlet concerned with the "Address to the Public" called attention to the Institution's religious emphasis, but because it was meant for all citizens, it did not refer to Baptists.

It has long been a subject of regret that at many of the literary institutions in this country a large majority of the students are utter strangers to experimental and practical religion. The pious young man who becomes a member of any of these seminaries is placed in circumstances far from favorable to his spiritual progress. Hence, however fervent his piety at the commencement of his collegiate or academical course, he usually becomes cold and formal in his devotions long before that course is completed. This fact ought to influence the inhabitants of Maine to patronize the Institution established at Waterville. All the students in this seminary at present have the gospel ministry in view and are hopefully pious. How much better it must be for a pious youth to receive instruction at a seminary where a large proportion of the students possess a spirit congenial to his own, than at a seminary where the predominant influence is directly contrary. In a seminary where many are truly pious, the rest can hardly fail to be overawed and may be expected to refrain from many vices into which their unhallowed passions would otherwise hurry them.

While Colby graduates have long been proud of the provisions of its Maine charter of 1820 (not the original charter of 1813), opening the Institution to students of all denominations, it has not been so well understood that this liberal provision was the intent from the beginning, or at least from the time when Jeremiah Chaplin first came upon the scene. Of course the Trustees were eager to propagate their Baptist faith; of course they wanted to have their new institution supply the Baptist churches with trained ministers; but they knew very well that a successful institution must have a wider basis of appeal. Furthermore, they had reason to fear that the state might deny aid to institutions that restricted

attendance to a single sect. Finally, those early Baptists were by no means all of them the narrow denominationalists that they have been frequently pictured. Among them were men of broad vision, who sincerely wanted the new institution at Waterville to give instruction to young men of all varieties of religious faith.

Whatever the reason for this liberal decision, the pamphlet of 1819, issued a year before the Maine charter, contained these words:

This seminary, though under the direction principally of one denomination, is nevertheless open to persons of every religious sect. From the literary department no one will be debarred who maintains a decent moral character. Nor will anyone be debarred from the theological department, to whatever denomination of Christians he may be attached, who is able to exhibit satisfactory evidence of his piety and of his possessing gifts adapted to the gospel ministry.

Of course the purpose of the pamphlet was to appeal for both students and funds. It pointed out that two buildings were soon to be erected, "one for the accommodation of students, the other for instructors." To meet the expense of erecting those buildings, the Trustees planned to sell a part of the Argyle township and a part of their Waterville land. Concerning local subscriptions, they said, "The subscriptions obtained in Waterville and vicinity amount to about \$3000. Of this sum almost \$1800 has been expended on the lot. The remaining \$1200 is still due to the Trustees." The pamphlet then emphasized the Trustees' conviction that money in sight from land sales and subscriptions would not be enough to complete the two buildings, to say nothing of supplying the needs for a library and philosophical apparatus, as well as paying the salary of a second professor. "In these circumstances, the Trustees feel it incumbent on them to make application for aid to the pious and charitable of every religious persuasion."

The pamphlet closed with some interesting mathematical computations.

The District of Maine is supposed to contain 240,000 souls. Now, admitting that of the whole population a sixth part only are able to give anything, and that of these one half are already pledged for the support of other seminaries, still 20,000 would remain to patronize the one established at Waterville. And should each of them give but 50 cents, the sum of \$10,000 would be obtained. This, with what the Trustees have reason to expect from tuition and the sale of lands in their possession, would probably be sufficient for two years to come. But should the 20,000 individuals contribute 50 cents annually, the Trustees would scarcely stand in need of donations from the opulent or aid from the legislature. Ten thousand dollars obtained annually would, with the blessing of God, soon raise this seminary to a respectable rank among the literary and theological institutions of New England.

In spite of their eagerness to obtain support from outside their own denomination, the Trustees well knew that their best hope of funds lay in continued appeal to the Baptist churches. Therefore, a few months after publication of the pamphlet to which we have just referred at some length, there was circulated a printed folder addressed "To the Churches and Congregations of the Baptist denomination in the District of Maine."<sup>9</sup> After reciting the same facts outlined in the public appeal, and after emphasizing that not only God, but also state legislatures, help those who help themselves, the circular emphasized the Baptist stake in the Institution.



To whom, brethren and friends, shall we look in this emergency if not to you? You are, on several accounts, particularly interested in the prosperity of our Institution. More than two thirds of the Trustees are members of Baptist churches. It will be the means of increasing the number of able and faithful ministers among us.

Foreseeing the lament that Baptists were a poor people and could not raise any substantial amount of money, the circular stated:

The people of our denomination are very numerous. We have recently ascertained that there are in this District about 10,000 persons who belong to Baptist churches. There are probably double that number who regularly attend Baptist worship, though not members. Let us suppose that these 30,000 should contribute only twenty cents apiece; the aggregate would be \$6000. Even though it should be impossible to persuade every one of them to give 20 cents, certainly half of our Baptists in Maine are both able and willing to give the trifling sum of 40 cents.

By inference the circular referred to the long held belief of a conservative group among the Baptists that learning was actually detrimental to piety. To them, not only was a little learning a dangerous thing, but any learning at all, beyond ability to read the Bible, was suspect. The circular said,

A large proportion of the students are pious young men who, from love of God and compassion for perishing sinners, have abandoned secular pursuits and would devote themselves to the arduous work of preaching the gospel. Do you not wish to assist them in their pursuit of knowledge? Are you afraid that knowledge will hurt them? A learned education, however much it may have been abused, is certainly good in itself. It is not, indeed, indispensably necessary to a gospel minister, but it is a qualification of considerable importance, and when associated with genuine piety it renders the preacher far more able than he would otherwise be to discharge the duties of his sacred calling.

The first of the eight names attached to this circular is that of the dynamic Baptist minister who had published Maine's first newspaper in 1784 and had been a leader in securing the Institution's original charter, Rev. Benjamin Titcomb. His seven fellow signers were Jeremiah Chaplin, Stephen Chapin, Timothy Hodsdon, Silas Stearns, Thomas Francis, Thomas Ripley, and Benjamin Farnsworth.

Jeremiah Chaplin was anxious to get the literary department into early operation. Several men besides Ira Chase had refused the appointment, the latest being the very Thomas Ripley who had signed the circular. In September, 1819, Chaplin wrote an urgent letter to Rev. Thomas Baldwin in Boston, the man who, as head of the Massachusetts Baptist Education Society, had been chiefly responsible for Chaplin's coming to Waterville. Chaplin wrote:

Mr. Ripley, having declined the appointment lately given him by the Trustees of our seminary, Mr. Avery Briggs of Hudson, who stands next on the list of prospects, should be applied to. This, I presume, has already been done by Mr. Briggs of Bangor, who indeed expected to write to his brother in Hudson and inform him of his appointment. But, having lately heard that Mr. Avery Briggs is in Charlestown, I fear the



letter alluded to has not reached him. Will you, brother, have the goodness to inform him of his appointment as Professor of Language in our seminary and let him know that we are anxious to obtain an answer from him without delay. I also wish to inform Mr. Kimball, pastor of the Baptist Church at Marblehead, that he was appointed a tutor at a salary of \$400, on condition that neither Mr. Ripley nor Mr. Briggs should accept. I entreat you to attend to this matter as soon as convenient. We want to give public notice of obtaining an instructor for the literary department.<sup>10</sup>

Avery Briggs did accept the position of Professor of Languages and began his duties in October, 1819. When the earth's revolution around the sun ushered in the new year of 1820, two events lay not far ahead. Maine was ready to become a separate state, and the Maine Literary and Theological Institution was ready to become a college.

## CHAPTER VI

### Waterville College

**I**N that summer of 1819, when the Trustees of the Maine Literary and Theological Institution were making appeals for public support, William King was mustering his forces for the successful attempt to make Maine a separate state. From the time of the earliest suggestion of separation, it had been a hot political issue. In the District of Maine, long before 1820, the majority of voters were Democratic-Republican followers of Thomas Jefferson, while the minority Federalists were in control in the entire Commonwealth of Massachusetts. The Federalists were themselves divided on the issue of separation. Those of the party who lived in Massachusetts proper were in favor of letting Maine become a separate state, because they foresaw the day when the Democratic majority in Maine might swing the whole commonwealth for that party. On the other hand, the Federalists in Maine knew that a separate state would mean their complete loss of control in Maine, which they would not entirely lose so long as the State House in Boston remained in Federal hands and the government of Maine continued to be administered from that State House.

The newspapers of Maine took belligerent sides, as they did for many years on every political issue. Arrayed with the Maine Federalists against separation were the District's oldest newspapers, the *Portland Gazette*, the *Hallowell Gazette*, and the *Kennebunk Visitor*. On the other side, supporting William King's Democrats were the *Eastern Argus*, the *American Advocate*, and the *Bangor Register*. Maine's great historian, Judge Williamson, tells us that those party ranks did not hold firm. "There were found a considerable number of men in the Federalist ranks who were desirous to see Maine an independent state."<sup>1</sup>

In May, 1819, the Massachusetts legislature was presented with a petition from 70 towns in Maine, asking for the District's separation. A bill was presented, which passed both houses by substantial majorities. The act required that the voters of Maine should assemble on the fourth Monday of July to vote simply yes or no on acceptance of the provisions of separation. That election resulted in 17,091 votes in favor and 7,132 against. On August 24, the Governor of Massachusetts issued a proclamation announcing the result and calling for a convention to draw up a constitution for the new state of Maine.

Though not unforeseen, it was fortunate for the Maine Literary and Theological Institution that the man chosen to be president of that constitutional convention was William King, for the choice practically assured that he would be the state's first governor. In several respects the resulting constitution showed the influence of this man who believed that education should not be either the exclusive right of the privileged or under control of an aristocracy.

The right of the state to support by public taxation the preaching of the gospel had long been contested in Maine, and in the forefront of that opposition had been the Baptists. In the town of Canaan, for instance, as early as 1802 that sect had won a hard fight to secure, by vote in town meeting, their release from the ministerial tax. Even some of the Federalists were as strongly opposed to this practice as were the Democrats. It did not prove difficult, therefore, for William King to insert into the Maine constitution a provision emphasizing the liberty in religion already guaranteed by the Constitution of the United States. It is said that, before drafting the language of that provision, King corresponded with Thomas Jefferson himself, who was then still living at his Monticello home.

Voters of Maine ratified the new constitution overwhelmingly, and Massachusetts' Governor Brooks proclaimed that on March 15, 1820, Maine would assume rank as an independent state in "the American Confederacy." Because of the slavery issue, there was bound to be southern opposition to admission of a northern state, and it was not until March 3, 1820, only twelve days before the date set in Governor Brooks' proclamation that Maine "was declared to be one of the United States of America, admitted in all respects whatever on an equal footing with the original states."<sup>2</sup>

Article X of the Maine Constitution provided: "All laws now in force in this State, and not repugnant to this Constitution, shall remain and be in force until altered or repealed by the legislature." That section validated the charter granted to the Maine Literary and Theological Institution in 1813, together with all amendments made to it previous to 1820.

When, on May 1, 1820, the Maine Legislature assembled for the first time, one of its three senators from Kennebec County was Timothy Boutelle of Waterville, Treasurer of the Maine Literary and Theological Institution. There they were—Governor King and Senator Boutelle—fellow Democrats and fellow trustees, ready to work together in the legislative interests of the school.

Before we consider the acts by which the Maine Legislature, in 1820, extended the privileges of the Maine Literary and Theological Institution, we should seek an understanding of the views held by William King about colleges and seminaries in his new state. As a Jeffersonian, he believed that the people should always control their educational institutions. But, for a Jeffersonian, he seems to have had little trust in the legislature as an instrument of the people's will. He therefore tried to insert in the constitution a provision that no grant should be made to any literary institution unless the Governor and Council had power to revise and regulate the action of the institution's trustees and to have the final word in the selection of officers and the management of funds. The constitutional convention proved to be more moderate than King. Its members favored government control, but by the legislature rather than by the Governor and Council. They also refused to go along with King's plan to hold final authority over the appointment of officers, which then meant all professors as well as financial agents. The language finally adopted merely gave the legislature power to alter provisions of a charter, as might seem to the legislature to be for the best interests of the particular institution. The provision is still found in the Constitution of Maine:

Article VIII: It shall further be their duty [the legislature's] to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges and seminaries of learning within the state; provided that no donation, grant or endow-



ment shall at any time be made by the legislature to any literary institution now established, or which may be hereafter established, unless at the time of making such endowment, the legislature shall have the right to grant any further powers, to alter, limit or restrain any of the powers vested in any such literary institution as shall be judged necessary to promote the best interests thereof.

Although King presented his case as one in accord with sound Jeffersonian principles, the Trustees of Bowdoin College, with whom he had been at odds since the treasury case of 1815, felt that he was directing the provision straight at the Brunswick institution. The Bowdoin Trustees were at first inclined to fight for their freedom, believing they had sound legal precedent in the decision of the United States Supreme Court in the Dartmouth College case. Until the Dartmouth decision, the future of denominational colleges, and private colleges in general, had been in the balance. Previously no such institution could be secure from state interference. When the Supreme Court finally decided that private colleges were in general not subject to legislative control, then only could the private colleges feel free. But that cherished freedom was as broad as it was long. If a college was to be free from state control, should it receive donations from the state? If the people, through their legislature, had no authority over the institution, could they rightfully be taxed for its support?

The opposition of the Bowdoin Trustees to the control provisions of Maine's Constitution subsided, for, as the Bowdoin historian puts it:

The constitution was adopted and Bowdoin was obliged to make a choice between independence and bread. The College (at this time) was headless; the Methodists and Baptists looked on it somewhat coldly as a Congregationalist institution; and the people would regard Bowdoin unfavorably so long as it remained under the protection of a 'foreign power'—Massachusetts. The Board therefore was disposed to yield—on December 29, 1820, Dana wrote to King that he agreed that the legislature should take the lead in the way of reform, and expressed the opinion that the same legislature which made donations should also remodel the charter.<sup>3</sup>

After the Bowdoin trustees gave in, the legislature proved not to be as radical as they had feared. Its only immediate alteration was merely to raise the number of Bowdoin trustees to twenty-five and the number of overseers to sixty, and to give the Governor and Council power to appoint the additional trustees. Hatch tells us, "Governor King found few or none but Democrats worthy of his favor, but though chosen for partisan reasons his appointees were men of character and ability who were suited for the position."<sup>4</sup> In 1826 the legislature made the incumbent governor a member of the Bowdoin trustees, but that was five years after William King had left the governor's chair.

During the more than a century that has passed since controversy waxed hot over the constitutional control of literary institutions, historians have been inclined to note that, behind the obvious partisanship exhibited by William King, there was a sincere belief in government by the people, not what John Adams was reported to have called "government by the wellborn, the well-to-do, and the well-educated." The time was not ripe for the establishment of state institutions in New England, but King was determined that the state's funds should never be used to aid institutions over which the state exercised no control at all.

Since most of King's fellow trustees of the Waterville institution were also Democrats, they raised no opposition to his constitutional provision. When, therefore, Maine's first legislature proceeded to put its stamp of approval on the Massachusetts charter granted to the Maine Literary and Theological Institution in 1820, the restraining provision was inserted without a murmur of dissent. That act, entitled "An Act to enlarge the powers of the Maine Literary and Theological Institution," passed on June 19, 1820, will be found in Appendix I. Its second section contained the restraining clause: "The Legislature shall have the right to grant any further powers to alter, limit, or restrain any of the powers vested in said corporation, as shall be judged necessary to promote the best interests thereof."

The Maine charter gave increased prestige to the Waterville Institution, because it granted the right to confer degrees. There is no doubt that for this particular boon the Trustees were indebted to William King. By that time, his long controversy with the Bowdoin boards had made him determined that the college at Brunswick should not be the only degree-granting college in Maine. He had felt the same way even before his rift with Bowdoin, for he had worked diligently to get through the Massachusetts legislature the bill of 1812, designed to authorize a degree-granting college. As governor of the new state he was therefore not only willing, but ardently eager, to give the Baptist institution privileges which he believed it should have had in the first place. With only slight opposition the Maine legislature therefore voted that "the President and Trustees of the Maine Literary and Theological Institution are hereby authorized and empowered to confer such degrees as are usually conferred by universities established for the education of youth; provided that the said corporation shall confer no degrees other than those of Bachelor of Arts and Master of Arts until after January 1, 1830."

King further cemented his democratic convictions into the Maine statute in behalf of the Waterville school by two important provisions. The first said, "The said corporation shall not make or have any rule or by-law requiring that any members of the trustees shall be of any particular religious denomination." The second proclaimed that "No student belonging or who may hereafter belong to the said Institution, sustaining a fair moral character, shall be deprived of any privileges of said Institution, or be subject to the forfeiture of any aid which has been granted by said Institution, for the purposes of enabling him to prosecute his studies, or be denied the usual testimonials on closing his studies, or be denied admission to said Institution on the ground that his interpretations of the scripture differ from those which are contained in the articles of faith adopted, or to be adopted by the Institution."

We have already shown that this latter liberal provision did not originate with the Maine legislature in 1820. It had already been proclaimed by the Institution's Trustees themselves in their printed address to the public in 1819. Even if William King may have been largely responsible for its original acceptance by the Waterville board, it is to the credit of the Baptist members of that board, who held at least a two-thirds majority of the votes, that they graciously accepted it. Their acceptance was completely sincere, to be shown in practice as well as principle. As early as 1828, when attendance at Sunday services was compulsory, monitors were appointed to check on student attendance at both the Baptist and Universalist services. The right of a student to elect to attend the Universalist service was genuinely recognized.



Nine days after passing the act empowering the Institution to grant degrees, the legislature, on June 28, 1820, granted to M.L.T.I. the sum of \$1000 annually for seven years, provided that "at least one-fourth part of said sums shall be appropriated for and towards the partial or total reduction of the tuition fees of such students, not exceeding one-half the number of any class who may apply therefor, according to the judgment of the corporation."

In the following legislature, on February 5, 1821, the Institution became truly a college. (See Appendix J). The Maine Literary and Theological Institution went out of existence, and for the next forty-six years the school of higher education at Waterville would be known as Waterville College.

There has never been complete agreement on what prompted the change. Charles P. Chipman put up a strong case for his contention that the founders had always intended to establish a college. He held that when the Trustees voted that "the price of tuition shall be the same as in Bowdoin College," they clearly intended to have an institution of a grade equal to Bowdoin's. The Massachusetts legislative committee, to which was referred the ill-fated petition of 1818 (the petition that brought on the Richardson-King controversy), stated in its report to the legislature that the Trustees were trying to set up a college, and the committee believed one college was sufficient for the District of Maine. Chipman calls attention to the pamphlet of 1819, which required students "to pursue in general the same courses as those who enter the several colleges of the Commonwealth." Most significant of all, says Chipman, was the petition presented to the Maine Legislature, within a few days after its opening in May, 1820. (See Appendix K). The third paragraph of that petition began, "They (the Trustees) further represent that it was the original design of the Trustees, whenever their funds and prospects should warrant, to establish a sufficient number of professors and tutors to instruct in all the different branches of science and literature usually taught in the colleges."<sup>5</sup>

The Baptist historian, Dr. Henry S. Burrage, did not share Chipman's convictions. He wrote: "On February 5, 1821, an act was passed by the Legislature of Maine changing the name of the Maine Literary and Theological Institution to Waterville College. The reason for thus giving the Institution a broader character than was at first contemplated were not recorded, and can now only be conjectured. In all probability the change was effected by Dr. Chaplin. A college graduate, he knew the value of a collegiate course as a preparation for theological study, and he could not have been long in coming to the conclusion that the work he had been called to do at Waterville could best be performed by giving the institution a collegiate character."<sup>6</sup>

Although Chipman has made a strong case, it is a bit difficult to believe that the trustees intended a college like that at Brunswick. Certainly they did not originally intend to have a college displace their theological seminary. They did clearly plan for theological and literary departments to operate side by side, and quite naturally they wanted the right to confer degrees. We must admit that the reasons why the institution, within a few years, abandoned its theological department, are not at all clear. The most compelling reason may well have been the clear intent of Massachusetts Baptists to establish the seminary which soon became the Newton Theological Institution. If Waterville College could train men thoroughly in the classical studies, good literature, and an introduction to the fields of philosophy and religion, it could then send prepared graduates on to Newton for their theological training. And that is exactly what the College did for more than a century.



Of one thing we are certain: not all Baptists, in Maine or elsewhere, accepted the change. Burrage says, "There were those among the Trustees who deprecated the change, and in many parts of the state, among the churches and ministers, there was not a little disappointment."<sup>7</sup>

On the occasion of the fiftieth anniversary of the college in 1870, President James T. Champlin expressed regret at the change. He said:

The Institution began as a literary and theological school. Those who established it were chiefly ministers of the gospel, mostly without any regular theological training, and who therefore looked upon it as a school in which future pastors were to be prepared. With them the literary department was preliminary to, but entirely subordinate to the theological department. What must have been their disappointment when, in less than three years, all this was reversed and the literary department was exalted above the theological, which was depressed more and more, until within a few years it was entirely crowded out. I know not under whose counsels this was done, but it has always seemed to me a great mistake. There was great dissatisfaction in a large portion of the denomination throughout the State, which some years later culminated in the establishment of the ephemeral theological school at Thomaston. One consequence of this disaffection was a general falling off of interest in the Institution among its natural friends, and a certain coolness and indifference towards it, from which it has not fully recovered to the present day. Had the Institution retained its original and more popular form, till the affections of the denomination had crystallized around it, and the denomination had itself so grown up as to demand a college, I can but think that its history would have been different.<sup>8</sup>

The Trustees had by no means been insistent on naming the college for the town, although they had been insistent on getting a degree-granting college. At their annual meeting in August, 1820, they voted "to raise a committee to petition the Legislature of Maine to allow the Maine Literary and Theological Institution to take the name of the College at Waterville, with the liberty to add the name of such gentleman as shall make the most liberal donation." But no James Bowdoin opened his purse, and when the Legislature acted in 1821, the Trustees asked that the name be Waterville College.

Now that they had a college, the Trustees needed a president. At their meeting in August, 1821, they elected to that office Rev. Daniel Barnes of New York. The rumor that the office was first offered to and refused by Chaplin cannot be confirmed. If he were offered the post and, as Burrage insisted, he was the principal figure in changing the institution into a college, why did he refuse? It is one of those questions that must remain unanswered. Chaplin's many extant letters contain not a word about it.

Daniel Barnes refused the appointment, and in May, 1822, the Trustees elected Jeremiah Chaplin as president. Meanwhile the big brick building had been completed, not as originally hoped, in 1820, but in the following summer of 1821. It was indeed completed under trying circumstances. On July 19, 1821, Chaplin wrote to Lucius Bolles of the Board of Trustees:

We have lately met with a disaster, the consequence of which we cannot as yet fully ascertain. I think, however, there is reason to hope it will not be entirely or permanently disastrous to the seminary. Mr. Scott, who contracted to build our college, has absconded. I do not know

exactly how his accounts stand with our Prudential Committee, but I presume we are owing him. He has been induced to take this course, it is presumed, in consequence of dissatisfaction with his wife, who is said to be a bad woman. The probability is that he will not return while she lives. And, as our contract with him is, in effect, the same as void, we have to begin anew. The work is stopped and the masons will not lay another brick till a new contract is made. How long it will be ere the work is resumed I cannot tell.<sup>9</sup>

A month later the Trustees authorized Nathaniel Gilman, Timothy Boutelle and Otis Briggs to superintend the completion of the college building. They at once made arrangements with another builder and pushed the project through to completion before the fall term opened.

The opening of that first of the big brick buildings of Waterville College, the building known through the subsequent years as South College, was a momentous occasion. Albert W. Paine, a graduate of the Class of 1832 was in his 83rd year when, in 1895, he replied to a letter from Warren Foss, who was then beginning his senior year at Colby and had applied to Paine for information to be published in the *Echo*. Paine wrote:

The question of site having been settled, the axman was at once employed to make room for the building by cutting down sufficient of the thick forest to accommodate the enterprise. Thus 'Old South' found its birth, and when it was ready for occupancy the event was celebrated by a grand illumination, every seven by nine square of glass in all the windows on the south and west sides having placed behind it a lighted tallow candle, thirty-two to each window.<sup>10</sup>

At first only eighteen rooms were fitted for student occupancy. Others were set aside for recitation rooms, a library and a chapel. The Trustees had already appointed E. T. Warren, Judge Weston and Timothy Boutelle a committee "to examine such students as may be candidates for degrees and determine to whom diplomas shall be given," and they had also decided that "Commencement of Waterville College shall be held on the third Wednesday of August annually." But no one was ready to graduate in that August of 1821, and it was not until August in 1822 that two young men proudly received their diplomas. They comprised the entire first class to be graduated from the college, and both of them later won distinction.

George Dana Boardman was the son of one of the founders, Rev. Sylvanus Boardman of Yarmouth. Young Boardman became a member of Waterville's first Baptist church in his student days, decided to enter the ministry and go to join Adoniram Judson as a missionary in Burma. Jeremiah Chaplin himself preached the lad's ordination sermon in the church of the boy's father at Yarmouth. Boardman did go to Burma, where he had a brief but spectacular career among the wild Kareus of North Burma. He was stricken with jungle fever and died at the age of thirty, leaving a young bride who later became the wife of the great Judson.

Boardman's classmate was Ephraim Tripp, son of Elder John Tripp of Hebron, pastor of the Hebron Church and co-founder with Deacon William Barrows of Hebron Academy. Young Tripp was himself principal of that academy during the first year after his graduation from college. Then he went south, where he taught successively in North Carolina, Alabama and Mississippi, was influential in founding a female seminary (one of the earliest in the South) at Winona,



Mississippi, where he also served many years as Clerk of Courts of Carroll County, and where he died at the age of 72.

That first commencement has been described by several eyewitnesses, notably by the President's son, John O'Brien Chaplin, whose article in the *Christian Mirror* is quoted in full in Whittemore's *History of Colby College*.<sup>11</sup> As many a later commencement was to be, this first one was a public spectacle. People came in carriages, on horseback, and on foot from miles around. Some even arrived by canoe from up or down the river. Hucksters, selling gingerbread, cheese, cider and beer, set up their stands. From the college building on the edge of the town a dignified procession marched toward the center of the village. In the procession were the Governor of Maine, the marshal and his staff, the sheriff of Kennebec County, the trustees, the president and the other professors and tutors in their silk gowns, the two members of the graduating class, all the undergraduates, and certain distinguished citizens of Waterville, all preceded by the Waterville Artillery Company of the state militia and by a loud-playing brass band. Down the main street marched the procession, to the community meetinghouse on the village common. The dignitaries began, orderly enough, to file into the meetinghouse between lines of assembled citizens, but the scene soon changed to disorderly confusion. As John Chaplin told it, "When it seemed evident to the crowd that they were likely to be shut out by the ordinary people at the tail of the procession, whom they regarded as no better than themselves, they could not longer be restrained. They broke up the line of march and forced their way inside without the least regard to order. For a few moments all was mad confusion. This rude, but well-meant display of democratic freedom soon subsided, however, and the exercises began."

The order of exercises has been preserved for us to read more than a century later. Dr. Baldwin of Boston, the head of the Baptist Educational Society and the man who had first recommended Chaplin to the college trustees, opened the exercises with prayer. On behalf of the Trustees, Stephen Chapin addressed the president-elect, and handed to him the charter and keys of the college. Rev. Avery Briggs was then inducted into the office of Professor of the Learned Languages.

John Chaplin tells us that, at this point, the crowd of on-lookers, who had assembled largely out of curiosity, just as they had when the first elephant was brought to town, showed that they were bored by the whole proceedings and made a mad rush for the door. After order had been restored, President Chaplin proceeded to deliver his inaugural address. Back the procession then marched to the college, where was served the first of many Colby commencement dinners. Then back to the hall trooped the whole assemblage to listen to addresses by the two graduates Boardman and Tripp, and watch President Chaplin confer upon them the degree of Bachelor of Arts.



## CHAPTER VII

### *The First Decade*

THE erection of a college building generated a new burst of activity. In the fall of 1821 twelve young men entered the freshman class, and prospects for the following autumn were even brighter. The Trustees therefore decided that a second building should be erected. On May 1, 1822, the Board voted to authorize the Prudential Committee to contract with Peter Getchell for the erection of a brick building, and with Lemuel Dunbar to do the carpenter work. During the winter, urgent solicitation had brought in \$3000, and the Trustees were confident the building could be paid for by the end of the summer. The site chosen was at the north end of the college lot, on a line with South College parallel to the road to Kendalls Mills (Fairfield Village), so that both buildings faced that highway. The new building was named North College. Besides student rooms, it contained a dining commons.

In the names of these two buildings lies the explanation for an expression used by older residents of Waterville well into the twentieth century. When this writer was a student in the college (1909-1913) he often heard residents ask a question like this: "What was going on up at the *colleges* last night?" Perhaps even more common was the remark, "I walked up by the colleges." Whenever a collegiate institution had more than one building it had become common, at first with Cambridge citizens in respect to Harvard, and later at other institutions, to refer to the physical plant by the plural form "colleges." Probably this custom had arisen from the British manner of referring to the separate colleges (separate in organization as well as in physical plant) of their ancient universities. Whether for that or for some other reason, New Englanders came to regard each separate building at such an institution as a "college," and two or more of them were "colleges." When a building had the word "college" attached to its name, as "North College" or "South College," it must have been even more natural to speak of the plant in the plural form. A walk out into the country, where the two brick buildings of Jeremiah Chaplin's institution loomed big and impressive, was a stroll past the "colleges."

At the annual meeting in 1822, when the construction of South College was already well under way, the Trustees took several important actions. To avoid suspension of a continued appeal for money, they provided that President Chaplin should have leave of absence during such part of the ensuing year as he should think proper, for the purpose of soliciting donations. In anticipation of such absence, the Reverend Stephen Chapin, who was himself a member of the Board, was persuaded by his fellow trustees to accept the position of Professor of Theology. Increased enrollment now justified the addition of a tutor, and one of

the two young men who had just received their diplomas in the first graduating class was selected. George Dana Boardman thus had the distinction of being, not only Colby's first foreign missionary, but also the first tutor elected to the faculty. Professor Chapin would get \$600 a year, but young Boardman's salary as tutor was to be only \$200. Chaplin, who had originally come as Professor of Divinity at \$600 a year, was given a raise to \$800 when he became president of the college.

About this time, Avery Briggs wrote to Ebenezer Nelson:

The silvery Kennebec hemmed in South College and North College. At night candles in the students' rooms shone out the windows, glimmering on the dense forest. During the day, the square buildings, their simplicity enhanced by red brick and striking white trim, stood like castles of learning, remote and aloof from the distractions of the village. Within South College were eighteen rooms and a chapel,<sup>1</sup> a room used for the philosophical society, one for a library, and one for minerals and a cabinet of curiosities. In North College was a commons hall. As rapidly as the rooms were furnished, they were occupied by young men eager for learning.<sup>2</sup>

It is significant that Briggs said nothing about classrooms. Where were classes held? Since the number in any class was small and since there was no such thing as a laboratory, space in which two professors and one instructor could hear recitations did not have to be large. Probably some classes met in the homes of Professor Chapin and Professor Briggs, but we know that at least one room in South College was regularly used as a classroom even before the chapel in that building was turned over for recitations. As time went on, more and more space was taken for classes in South College, so that there was grave need of a classroom building long before Recitation Hall was erected in 1836.

The *Maine Register* for the year 1822 said of Waterville College:

Chartered, 1813. Powers enlarged, 1820. Name changed, 1821. Rev. Daniel Barnes, President, has been appointed and is expected to enter upon his duties as soon as funds adequate to his support can be procured. Jeremiah Chaplin, Professor of Divinity; Avery Briggs, Professor of Languages. Besides these officers, three young men have been employed as assistant instructors. Commencement, third Wednesday in August. Vacations, two weeks from commencement, eight weeks from last Saturday in December, two weeks from second Wednesday in May.<sup>3</sup>

The *Register's* reference to the college calendar reveals a fact which the present generation finds strange. There was no significant observance of Christmas. How could the pious folk of that time pay so little attention to commemoration of the Savior's birth? Like the Maypole at Merrymount, Christmas had become associated with gaiety and frivolity abhorrent to the Puritan fathers of New England. Christmas feasts and Christmas parties were works of the Devil, not for a moment to be tolerated. Unless December 25 fell on the Sabbath, it was looked upon as any other working day. Although by 1820 the stern Puritan hand had relaxed its grip on New England social life, the custom of a holiday on December 25th had not yet taken hold of the people. In fact, as late as 1872, the Massachusetts courts upheld an employer's right to discharge a workman for the



latter's refusal to work on Christmas Day. So we should not be surprised to learn that, in 1822, the fall term of Waterville College extended right through Christmas Week and that classes were held on Christmas Day.

President Chaplin was anxious to enroll in the college, as candidates for degrees, the young men who were then studying in the theological department. Most of those men had meager classical background and, in Chaplin's opinion, greatly needed college training and the prestige of the college degree. Most of the theological students were supported by the Massachusetts Baptist Education Society. With Rev. Nathaniel Williams, who had been pastor in Beverly, neighboring town to Chaplin's Danvers, the Waterville president carried on a vigorous correspondence concerning those students, in whom Williams, as an officer of the Education Society, had a special interest.

Chaplin wrote first in 1823 about Caleb Clark, a young man who later finished the theological course in 1825, but did not enter the college. The anxious president wrote:

I feel a little anxious about Mr. Clark. It will be impossible for him to do more than qualify himself for the freshman class by the next Commencement. Of course it will be utterly in vain for him to try to obtain admission into the college as a sophomore. On receiving your letter, I advised him to give up the idea of going through college and to content himself with the theological course. He acquiesced, but I find him so much disappointed and grieved that I thought I'll try to get him through the college course, and with this in view I beg leave, with all due submission to the pleasure of your executive committee, to ask whether they will not consent to his entering the freshman class at the next commencement, on condition that he will engage to support himself the last year. In this way you will be at no greater expense than if he entered the sophomore class and was carried through. The only difference will be that one year more will elapse before he is prepared to enter the ministry.<sup>4</sup>

When the 1823 Commencement was held, it was not President Chaplin, but Professor Briggs who reported to Nathaniel Williams. He wrote:

The whole number of your beneficiaries last term was eighteen. Two of them, Henry Paine and Elijah Foster, have finished their collegiate course and have received their first degree. Paine has been elected preceptor of the Grammar School<sup>5</sup> connected with the college, and Foster has been chosen a tutor in the college itself.<sup>6</sup> Haylord and Holton are members of the present senior class.<sup>7</sup> Hovey, King, Macomber and Merrill are juniors<sup>8</sup>; Dodge, Freeman and Ropes are freshmen<sup>9</sup>; making the number in the several classes nine. In the Latin Grammar school, preparing for college, are Clark, Cummings, Maling and Willard. Going, Kenney and Rowen are members of the theological department. Going and Kenney are young men of good natural talents and much promise. Of Rowen<sup>10</sup> I cannot, with truth, say so much. Several of the students charge him with being frequently light and trifling in the presence of those who do not profess religion, telling funny stories, skuffling with them in playful mood, and acting in a manner below the character of one who would be a professed Christian minister. He is said also to be very irritable. He has also infringed upon the rule respecting preaching, having preached eight Lord's Days out of town and once in town, although we have repeatedly told him we cannot give



him permission to preach more than four Lord's Days in this term. Two of the brethren, your beneficiaries, are charged with using very improper language and manifesting a bitter spirit toward each other on a certain occasion, and in the presence of several ungodly students. As one of them belonged to the Waterville Church, Dr. Chaplin and myself called up the delinquents and conversed with them on the painful subject. I have the satisfaction to say they frankly acknowledged their fault, appeared penitent and humble. As we were well satisfied with their confession and apparent penitence, I have thought it advisable not to give you their names. Dodge came here without money or books and very poorly clad. Would not the Society do well to grant him some immediate relief?<sup>11</sup>

It was to Williams that Chaplin, as the year of 1823 drew to a close, confided his anxiety for the future of the college:

I have been more than usually anxious of late respecting the college. The opposition evidently increases. Our enemies seem determined to destroy us if they can. During my stay in Portland last winter [during his leave granted by the trustees, to solicit funds] I had opportunity to notice the feelings of members of the legislature toward our college.<sup>12</sup> I assure you there appeared a firm determination on the part of friends of Bowdoin College to resist all attempts on our part to obtain an equal share of the legislative patronage. I returned, I confess, with a heavy heart. In view of my contemplated tour through this state, I felt myself but a worm of the dust, but realized in some measure that the Lord would enable me 'to thresh the mountains and beat them small and make the hills as chaff.' When I think on the stupidity of my heart and my little success as a minister, I am ready to conclude that I shall do but little good. But when I look on the all-sufficiency of God to bless my efforts in behalf of the college, I cannot but hope he will bless my intended tour.<sup>13</sup>

That was Jeremiah Chaplin, true to form. He was always excessively humble, greatly underestimating both his ability and his influence. What would he have thought if he had lived to hear Gardner Colby say that his life-saving gift to the college, as the Civil War drew to an end, was made because long ago Jeremiah Chaplin, emerging from a Portland home after being refused a subscription had been heard by a passerby to utter the despairing cry, "God help Waterville College!"?

Jeremiah Chaplin stood solidly by his conviction that a minister ought to be well educated. He once wrote to an unidentified correspondent:

I hope none of Ropes' friends will discourage him from getting an education. I am sensible that education alone will never make a minister of the gospel. A man must possess grace and natural gifts, and must be directed by the spirit of the Lord to the work of the ministry. But good education, added to those gifts, is of more importance than some are willing to allow. It is a great mistake to suppose that a minister can have too much knowledge. A knowledge of history will assist him greatly in explaining the prophecies. Besides, there are many things in the Scriptures which cannot be satisfactorily explained without an acquaintance with the languages in which the Scriptures were originally written, and with the manners and customs of eastern na-

tions. Nor is that all. A good education will enable a preacher to express himself more intelligibly and agreeably, and to arrange his thoughts much better than illiterate preachers can do. A good education gives a preacher a weight of character and influence in society which unlearned preachers seldom possess. Although unlearned preachers often do great good, our young men whom the Lord has called to the ministry ought to obtain a learned education if they possibly can.<sup>14</sup>

In other correspondence Chaplin made it clear that the old two-year plan by which young men could be sent out into the ministry without any classical training at all still prevailed, though no doubt Chaplin hoped for the day when such a course could be abandoned. Since the college published no catalogue until 1824, it is to Chaplin's letters that we are indebted for our knowledge of that two-year course in detail. In an earlier chapter, its general scope has been given: a year of broadly cultural subjects, including geography and arithmetic, followed by a year of theology. In reply to a request from Nathaniel Williams in 1823, Chaplin told the Beverly minister precisely what the two-year course contained.

As was uniformly true of most American education of that day, students studied specific books rather than subjects, and the usual method of recitation was to give to the instructor the text of the book verbatim, except in foreign languages, where translation was combined with laborious parsing. Chaplin therefore informed Williams that, in the two-year course, the first year was devoted to Murray's *Grammar*, Kinney's *Arithmetic*, Cummings' *Geography*, Blair's *Lectures* abridged, and Hedge's *Logic*. The second year covered Fuller's *Gospel Its Own Witness*, Paley's *Evidences of Christianity*, Paley's *Philosophy*, Edwards' *History of Redemption*, Norton on the Prophecies, and Milner's *Church History*. Chaplin added, "During the first year the students are required to write weekly on some theological subject. In the second year they commence writing on a series of theological questions embracing the leading subjects of divinity, then go on to the composition of sermons, being encouraged to consult the most celebrated writers in the English language for information on their subjects."

President Chaplin showed both concern and energetic action in seeing that men were prepared to enter the college. Not only did he set up the Latin Grammar School under direct supervision of the college, but he encouraged many early graduates to take charge of the small academies which were springing up in the vicinity. He had let Henry Stanwood take over the academy at China even before that young man was ready to graduate. There Stanwood at once built up such a following that Chaplin let Hadley Procter go to assist the dynamic youth who, in that very year, was to be responsible for Elijah Parish Lovejoy's attendance at the college.

In a college where so many students were receiving financial aid, from the Education Society or from remissions specified in the grants from the State, it behooved those young men to maintain behavior above any suspicion of extravagance. Evidently John Hovey was one of the few students who fell under that suspicion, and the young man valiantly insisted that the charges were false. Later he became a leader in the teaching profession in Michigan and may himself have encountered some "improvident scholars." But in 1823, he was indignant to be under such suspicion. Although he could have talked with President Chaplin easily, it was customary in those days to put such things in writing.



So the aggrieved John Hovey sat down with inkpot and quill and wrote to his college president the following letter:

I am charged with imprudence in respect to my expenses and the manner in which I use my clothes. It is true that, when I came to this place, I did purchase some clothing and a watch. If I can show that I was in absolute need of those things, my crime will not appear very great. I certainly needed a watch, as I then roomed at some distance from the place of recitation and was obliged to be there at the appointed time. As for my clothing, I appeal to you, sir, to judge whether, when I arrived, I had any in which I could appear abroad with decency. If I did not purchase these things on credit, how could I obtain them? I had not a cent of money. I had very encouraging prospect of being able to pay for the articles in the spring. I was requested to teach a school in Palermo, for which and for preaching I was offered \$22 a month. I concluded to take the school and sent a letter to the agent. The letter miscarried, and of course I lost the school, and with it all my prospects of getting money during the winter.

I am charged with imprudence because I have some ornaments attached to my watch. The key and seal were given to me, and all I have ever expended on the watch is thirty cents. Perhaps I did make a foolish bargain last summer. I sold the watch I then had because it was not a good one, paid some of my debts with the money, and finding it difficult to be without a watch, I purchased another, for which I am to pay next spring.

My debts total \$65.65. I owe Mr. Balkam \$16 for the watch; a Waterville society \$15 for cash advanced to me; to Mr. Burleigh eight dollars for cloth, trimmings and books; to Mr. Richards three dollars for shovel and tongs, slate and linen cloth; to Mr. Esty \$2.25 for candles and a book; eight dollars to Mr. Sanborn for shoes; \$1.25 to Mr. Dalton for cloth; one dollar for room rent to Mr. Dunbar and \$1.90 to Mr. Foster for a book and cash. That all makes \$55.65 which I owe in Waterville. I also owe Mr. Wilber of Boston ten dollars for books, so my total debts are \$65.65.

I am further charged with imprudence because I wear my best clothes everyday. I had no other garments when I first came here that I could wear unless I clothed myself in rags. But within the past year I certainly have not worn my best clothes everyday.

You doubtless desire to know whether I have means sufficient to pay my debts. I wish I could answer in the affirmative. But I am under the painful necessity of informing you that at present I have no money at all. Whether I shall be able to obtain a school this winter I cannot tell. I can have a school for two months at fourteen dollars a month, and I have not much hope of doing better.

I assure you my debts occasion me great anxiety, and rather than go into debt again I would beg from door to door. If I have not been prudent, I think what I have suffered has taught me the necessity of prudence. Rather than not obtain a finished education to prepare me for more extensive usefulness in the gospel field, I would submit to any difficulties. I would feed upon the coarsest fare and lie on straw. I subscribe myself, your unworthy pupil,

John Hovey<sup>15</sup>



What activities filled the college day in the 1820's? From the accounts that have come down to us in letters and memoirs, checked against the early college regulations, we can get a good picture of the students' daily tasks. In those years classes were held six days a week, straight through each day. No Saturday afternoon athletics—in fact no planned recreation of any kind interfered with the strict academic regime.

Students rose at five o'clock, long before daybreak in the winter months, dressed in cold rooms, then went outdoors to the college pump, where they filled buckets or pitchers for their morning ablutions. Then, donning jackets or surtouts, they rushed off to morning chapel, at six o'clock in the long daylight hours, and in the winter as early as one could see to read without artificial light. The morning chapel and the first recitation of the day both came before breakfast, which consisted often of mush and molasses, usually with tea. Milk, which is consumed in unbelievable quantities by the modern college student, was scorned by those of the 1820's as fit only for infants and cats. After breakfast came a study period followed by a second recitation, then dinner. A third recitation in the afternoon was followed by prayers at early candlelight. In the evening all were expected to study, and checking up on them was the unmarried tutor who lived in the dormitory. On Sunday each student was expected to attend both morning and afternoon church services at either the Baptist or the Universalist church. The rules made exception in case a preacher of some other denomination held services in the town meetinghouse on the common. In that case, the student had a third choice for church attendance. But go to some service he must, and the requirement was rigidly enforced.

The college grounds looked much different when South and North Colleges were first built than they looked 120 years later, when they were about to be abandoned for the new site on Mayflower Hill. The whole area was covered with hard-wood growth and was especially noted for its numerous clusters of white birch. The slope between buildings and river was still thick with underbrush. There were no lawns between buildings and street, no straight rows of planted trees. At first there was no regular path to the highway, except one trod out by students who pushed the underbrush aside as they walked. In 1902, when Albert Paine of the Class of 1832 was a very old man, he told President Charles L. White how the first paths were made.

No such word as campus was used in our day. In my sophomore year there were no paths from the college to the public highway, nor any other noticeable feature of improvement, no ornamental trees or shrubbery. Our small class being dissatisfied with the appearance of things as they were, went to work forming the path to the road, with a triangle in front of the space between the two doors of South College. The triangle was handsomely finished with a tree in its center and certain other embellishments. The tree stood and grew there for years, and may still be there.

In our junior year we lived in North College, where we found ourselves equally in want of a path to the road. Our class consisted of only four members, one of whom, Quimby, was a married man who lived in a rented house down town. That left only three of us to do the work. But being determined that the North should have equally with the South the benefit of our labors, and the seniors refusing their aid, we three went to work and completed the path and its semicircle green plot as it now is, save only that the latter has been much reduced in size by

subsequent widening of the paths along the front of the building. After completing the path we attended to the sodding of the green plot, Thomas cutting the sods, Ropes wheeling them in, and the hands that now hold this pen and paper laying them down.<sup>16</sup>

Elijah Foster, who obtained his degree in the second graduating class in 1823, had entered the Maine Literary and Theological Institution in the fall of 1820 and was one of those who followed Chaplin's advice to continue on for his college degree after the Maine Legislature gave the institution that authority and changed the name to Waterville College. On September 16, 1820, young Foster wrote a long letter to his father in Pembroke, Mass. After telling of the voyage from Boston to Augusta, which cost him ten dollars for transportation and one dollar for provisions purchased at Boston and at Dresden, the letter continues:

At Augusta I engaged passage to Waterville, and about noon went on board of a flat-bottomed boat which was fitted with a mast and two sails like the topsail of a ship. In that boat I sailed ten miles to Sidney, where I lodged on board, with the boat tied to the bank. We reached Waterville about ten o'clock the next morning. I was courteously received by Professor Briggs, to whom I first went. He took me to the house of Dr. Chaplin, where I tendered the papers I had received from the church and Mr. Torrey. He read them and told me they were sufficient, then asked me how far I had proceeded in my studies. I discovered that in the sophomore class is a man 27 years old, two years older than I shall be when I graduate. So, although I am now 22, I did not hesitate to enter the institution.

Foster then carefully listed for his father's inspection all expenses he had incurred during the four weeks since his arrival in Waterville. Board at \$1.50 a week had come to \$6.00. A lamp and a bottle of oil had cost him 50 cents. He had paid 10 cents for half a quire of letter paper, 50 cents for a pair of boots, \$2.66 for a desk and chair, 12 cents for an inkstand, and 25 cents for a bunch of quills. He decided that one last item, a bottle of wine, 33 cents, called for explanation. He wrote:

My health was good during the first two weeks, but then I grew feeble on account of intense study. So I bought a quart of wine, which I think has helped me greatly so that I expect to begin next week with as much strength as usual.

Elijah Foster informed his father he had decided not to augment his income by occasional preaching.

In the vicinity of this town there are vacant churches supplied by the students. Yesterday I was invited to preach next Sabbath in Fairfield, eight miles distant, but I had this excuse to make: I have no authority—no license. At present I think it best not to have a license, for then I should be called upon more than I ought.

Foster had formed an attachment to Thomas Merrill and Joshua Goodridge.



I admire them for their piety and devotion, which like a flame enkindles the heart of the coldest Christian and discovers itself to the world in a thousand ways.<sup>17</sup>

Not all students in the 1820's were so favorably impressed by the religious atmosphere as was Elijah Foster. Into the college, which had already opened its doors to students of all religious faiths, there came in 1824 an Episcopalian from Newburyport, Massachusetts, named James Tappan. What is even more interesting, in view of the solid Baptist character of the teaching, Tappan was a student, not in the college, but in the already declining theological department. How did an Episcopal candidate for the ministry get along in that Baptist environment in 1825? We have the answer in Tappan's own words, written to an unidentified member of the Kennebec Valley's most prominent Episcopal church of the time, the church founded by the Gardiner family at Gardiner, Maine. Tappan told his correspondent that he was getting along very well on ten shillings sixpence a week. Board cost eight shillings, and he was making two shillings sixpence meet all other expenses. Then he got to the subject which was really on his mind.

You doubtless recollect that yourself, Mrs. Gardiner and Mr. Olney thought proper to advise me to spend three years in studying here. But perhaps when you again contemplate the manner in which I was to spend the third year, which was to devote it wholly to writing upon theological subjects; and when you consider how I am situated, deprived of attending the church to which I am strongly attached, without one friend of my own sentiments with whom I can freely converse; and when you consider that the third year may be much better improved by study and writing with an Episcopal clergyman, I think you will agree with my other friends, that I had better not remain here. My situation here is as good as can be expected. I am used fairly and no one treats me with hostility. But I shall not be fully content until I am with my own brethren.<sup>18</sup>

Tappan mentions having received financial assistance from several Episcopalians in Portland and other places. At the end of his letter we learn the identity of one of these patrons. "Please express my sincerest thanks to R. H. Gardiner, Esq., for the favour received 27th inst." Worthy of historical comment is the fact thus revealed. The great land owner of the Kennebec, heir of the founder of Gardinertown, owner of mills and ships and shops—the very man who had sold to the Trustees of Waterville College the land on which they had erected two imposing buildings—that staunch Episcopalian Federalist actually helped finance an Episcopal student in Jeremiah Chaplin's Baptist classes.

If the college grounds were rough and untended, if students had to make the only paths, if chapel was held at six in the morning and there were three recitations every day six days a week, in what sort of a town did these things take place? What was Waterville like in the 1820's?

Fortunately several descriptions of the place, written by men who knew it well, are preserved. One such man was William Mathews of the Class of 1835, who was born in Waterville and had been a schoolboy in the town during the first decade of Colby history. He became a prominent author of inspirational books, of which the best known was *Getting on in the World*, published in Canadian and British, as well as American editions, and translated into German,



Magyar, and all the Scandinavian languages. When Dr. Edwin Whittemore edited the *Centennial History of Waterville* in 1902, William Mathews was still living, and he contributed a notable chapter to that history.<sup>19</sup> From that and from other sources, such as the Stackpole diaries, the records of the Moor and Gilman families, letters of Dr. Moses Appleton, and memoirs of various citizens of Waterville and Winslow, one can get a picture of the college town in the 1820's.

A quarter of a century would yet elapse before the railroad reached Central Maine. There was a daily stage into town from Augusta, but it came, not by the present more common route through Vassalboro, but up the west side of the river through Sidney. William Mathews described the coming of that daily stage.

The arrival of the mail stage from Augusta, which was at 11 A.M. daily, was in my boyish days an important event. As it rounded the bend in Silver Street, just north of my father's house, the driver drew forth his long horn and blew a loud and vigorous blast. As the stage stopped at Levi Dow's tavern on Main Street opposite the head of Silver, all the quidnuncs and loafers of the village flocked to learn the latest news.

Not until 1827 were bridges built across the Kennebec and the Sebec. Anyone who wanted to cross the rivers had to do so by boat. Between the Winslow shore of the Kennebec near the mouth of the Sebec and the Waterville side down on "the Plains," there was regular ferry service. Mathews recalled that "in the winter, as soon as the water had frozen on both sides of the river, it was customary to cut a huge cake of ice and swing one end of it to the other side of the rapid current, thus forming a bridge."

Not all arrivals in Waterville came by stagecoach or longboat. It was a memorable day on June 1, 1832, when the stern-wheel steamer *Ticonic* came all the way to Waterville from Hallowell. It was followed by other steamers, including the ill-fated *Halifax*, on which six persons lost their lives when her boiler exploded in the lock at Augusta in 1848.

William Mathews tells of one incident which reveals both the slowness of transportation and the methods of transporting funds in the 1820's.

I once spent six days going from Waterville to Boston. As we left Gardiner, a furious snowstorm developed so that we were obliged to tarry two days at a small country inn, which was overcrowded with Americans and Canadians of all ages. As I had in a capacious outside pocket of my overcoat a package, five or six inches thick, of bank bills, amounting to \$4000, entrusted to me by the Waterville Bank, to be delivered to the Suffolk Bank in Boston, the situation was not very pleasant. Fortunately, as no one could have a bed to himself, I found a student of Waterville College among the guests, and had him and my package for bedfellows. After two days' delay, we waded through huge drifts to Brunswick, and next morning rode on the crust of the deep snow, which covered all the fences on the way to Portland. On the next day a ride of seventeen hours in the mail stage took us to the Eastern Stage Tavern on Ann Street in Boston. Once on the way we were upset in the darkness and a fat man rolled down upon me, but fortunately no bones were broken and no bank bills were missing.

On Silver Street, as early as 1825, there was a dancing hall, but it is doubtful if it received much patronage from the Baptist students at Waterville College.

The hall was also used for theatrical exhibitions, and James Stackpole, Jr. remembered that the stage had a drop curtain on which was painted a scene of the Battle of Waterloo, fought only a few years earlier. Another reminiscence concerned a lecture in that hall, where the speaker exhibited a miniature railway car, to show a curious audience the new kind of travel that had just come to far-away Baltimore.

Waterville in the 1820's was the trading center of a growing agricultural community. Industry, especially in the form of large corporations, had not yet come to Maine. In fact, as late as 1848, when Dr. Valorus Coolidge was tried for Waterville's first murder, ten of the twelve jurors from the Kennebec towns were farmers. Even the wealthy owners of Waterville real estate spent part of their time raising crops. The farms of Nathaniel Gilman the merchant and Timothy Boutelle the lawyer carted vast quantities of wheat, corn and oats to the Moor and Mathews wharves for shipment down the river. The Mathews wharf was the point of departure for the ship of Simeon Mathews, father of William. Simeon once made the proud statement that he had shipped 40,000 bushels of potatoes to Boston in a single year.

When Jeremiah Chaplin began his classes in Waterville, the Augusta dam had not yet obstructed the annual run of fish up the river. Salmon weighing as much as twenty pounds were frequent catches, and the take of shad and herring was enormous. Asa Burnham, an early resident of Winslow, said he had seen alewives so plentiful that they sold for ten cents a hundred, and Asa asserted that the Sebasticook had been known for its superior fishing ever since Indian times.

Those first Colby students, 140 years ago, must have had plenty of opportunity to see the Maine militia in action. Waterville had three companies: light infantry, artillery, and a kind of nondescript company without uniform, but equipped with bayonet-belt and knapsack. That last company was derisively called the "String Beans." The annual muster was a great occasion, and since it was always held in the summer, college was probably in session, because there was only an interval of two weeks between Commencement in mid-August and the opening of the fall term in early September. So the students at Waterville College probably saw more than one of those boisterous musters. Peddlers of gingerbread and rum, of horns and whistles, were all over the grounds, just as they were at the college commencements. The day always closed with a sham fight, and among a lot of the militiamen, inspired physically as well as emotionally, there sprang up plenty of fights that were not sham. The usual drill field was on the west side of upper Main Street between what are now Center and North Streets, but it was not large enough for the musters. Those gala events were held on the more spacious acres of "The Plains."

Concerning the beverages of the time William Mathews wrote:

Alcoholic liquors were sold in those ante-Neal Dow days in nearly all the stores in Waterville, and there were comparatively few abstainers. Punctually, as the clock struck 11 A.M. and 4 P.M., the dry-throated citizens thronged to the barrooms and quenched their thirst with brandy, gin, or New England rum. In the dwelling houses of the well-to-do citizens, sideboards with bottles of brandy and wine were ready for the entertainment of all guests, including the minister.

We should not be surprised therefore, at the discovery in the account book of a Waterville store, that during the summer of 1819, when local citizens helped



erect the President's house, the College was charged for 33 gallons of New England rum.

As for the kind of people who inhabited Waterville in those days when the college was young, let us again leave it to William Mathews to tell us.

Waterville could never boast of many wealthy citizens, even in the days when a man possessing ten thousand dollars was regarded as independent, and one with twenty-five thousand was definitely rich. The citizens of the town were generally prudent and thrifty, spending less than they earned. The few persons who flew their financial kites high were looked upon with suspicion. Nathaniel Gilman, for many years the richest man in town, made the bulk of his fortune in the leather business in New York City. The richest man ever born in Waterville did not make his money here, for Daniel Wells went in his youth to Wisconsin, where he became a multimillionaire. But the majority of Waterville people, in my boyhood and college days, were just honest, hard-working, frugal citizens of whom any community can be proud.

In the summer of 1824, Dr. Chaplin was asked to state definitely what it would cost for a young man to attend Waterville College, since everyone knew the erection of two buildings and the addition of a tutor must have increased the charges from the rock-bottom figures of the original theological department. Chaplin replied that tuition and room rent for the college year of thirty-eight weeks was now \$22.00; board at nine shillings a week was \$50.57, wood \$2.25, oil \$2.00, use of classical books \$6.00, tax for commencement dinner \$1.00, and general repairs 50 cents. The total was \$84.32. When he was asked how the charge for tuition and room rent was divided, Chaplin said that tuition was \$16 a year. His reply meant that the college charge for a room in South College or North College was only \$6.00 a year, or \$2.00 a term.

In 1823, when George Dana Boardman decided to prepare himself for missionary work in Burma, he resigned as a tutor at the college, and his place was taken by his only classmate, Ephraim Tripp, to whom the Trustees agreed to pay "a sum equal to \$200 per annum," but in what commodity the equivalent was to be paid the record sayeth not. Tripp was joined by a second tutor, Elijah Foster, so that the college might have an instructor on duty in each of the dormitories, and many are the student anecdotes, factual and legendary, concerning Tripp, Foster, and the latter's successor, Addison Parker.

Until 1825 no attempt had been made to open a college commons, although several students boarded in the homes of professors. Most of the students seem to have supplied their own meals, some of them subsisting on very meager fare. At the annual meeting in 1824 the Trustees voted to appoint a committee to determine whether it would be expedient to elect a steward and to make appropriate recommendation at the next annual meeting. The next year the committee reported that steward's apartments were ready in North College and that David Robinson had applied for the position. The Trustees accepted the recommendation and authorized Robinson to set up a boarding department, with his rent free. The plan was for the college to contribute the space and for Robinson to collect the board charges directly from the students. For several years his rate was \$1.50 per week.

What became an established landmark of the college was the college fence, put up in 1826. It was at first a simple rail fence with wooden posts, but was later made more substantial by the erection of heavy stone posts with two thick



rails between each pair of posts. When the college was moved to Mayflower Hill, a section of this historic fence was taken up and set at the rear of the officers' parking space behind the Miller Library.

In 1828, both Professor Briggs and Professor Chapin resigned to accept better positions elsewhere, but with the best of feelings toward Waterville College. To replace Briggs, Robert Everett Pattison was induced to leave Amherst College and become Professor of Mathematics at Waterville. He was not given Briggs' longer title of Professor of Mathematics, Natural Philosophy and Chemistry. Chapin, who had come originally as Professor of Theology, had been made Professor of Moral and Intellectual Philosophy. In his place the Trustees chose Thomas J. Conant, whom they made Professor of Natural and Experimental Philosophy. He had been a tutor in the Baptist institution in the national capital known as Columbian College. At the same meeting the Board appointed as a tutor John O'Brien Chaplin, son of the President.

Although the Board could not know it when they made the appointments, this was the beginning of a bit of nepotism that did not turn out well for the college when a crisis arose in 1833. Conant married Chaplin's daughter, and as son-in-law of the President became inextricably involved in the difficulties in faculty-student relations which reached a climax, the story of which must be reserved for the following chapter.

An unsolved mystery surrounds Colby's famous Paul Revere bell. There is no question that it is of authentic Revere manufacture, made in the foundry carried on by Joseph Warren Revere after the death of his father in 1818. Bells marked simply "Revere" are not authentic, but were made by Revere's son Paul, who left the father's firm and set up a foundry of his own. Authentic Revere bells have one of three markings: "Paul Revere," "Paul Revere and Son," or "Revere and Company," and must bear a date between 1792 and 1828. The best authority on these bells was Dr. Arthur H. Nichols, who sought to trace every bell listed on the foundry records of Paul Revere's firm. The Colby bell bears the inscription "Paul Revere and Son" and the date "1824." Nichols found that the company records listed only two bells made in 1824: one made for Hampden Academy in Maine, weighing 392 pounds, and another purchased by Munson and Barnard of Boston weighing 408 pounds.

The mystery is caused by the fact that while the Colby bell is certainly authentic and is clearly dated 1824, it weighs approximately 700 pounds. The Hampden bell was destroyed by fire in 1842, and the Munson and Barnard bell is too light by 300 pounds. Either the Colby bell somehow escaped listing at the foundry, or what is more likely, it is a recast of an older bell, using the metal of that bell and adding new metal.

The college records are completely silent regarding either purchase or gift of a bell. The first mention of such an object is a cryptic statement in the faculty records for July 26, 1824: "Entered into certain regulations for ringing the college bell." We cannot be sure that the bell thus referred to is Colby's present Paul Revere bell, but the date implies that it was. It is thus probable that as long ago as 1824 students were called to classes by the same bell that summoned their successors down through the years until 1950. Then the silenced old bell was reverently taken down from the tower of South College and hung over the north porch of Roberts Union.

As we have already learned, from Albert Paine's letter to President White, students as well as president and faculty were busy with the work of maintenance and improvement of grounds and buildings. It was fitting, therefore, that the first

decade of Colby's history should close with the following resolution by the Board of Trustees:

Whereas the students of this college have very assiduously and industriously employed their leisure hours in adorning and beautifying the land in front of the college buildings, the Rev. President is instructed to express to the students our high gratification that they have thus laudably and profitably exercised their skill and industry, and to tender them the warm thanks of this corporation.

## CHAPTER VIII

### *The End Of A Reign*

**J**EREMIAH CHAPLIN terminated his presidency in 1833, but before that event occurred he had seen three important decisions, in each of which he had had a conspicuous part: the establishment of a medical school, the starting of a student-aid workshop, and the final abandonment of the theological course.

In 1828 the Trustees took advantage of an offer from the Clinical School of Medicine at Woodstock, Vermont, whereby students would take certain fundamental courses in the medical sciences at Waterville, then complete their clinical study at Woodstock, after which Waterville College would confer the M. D. degree. On December 31, 1828, the Board voted:

The members of the Board of Trustees now present do approve of the proposition of Dr. Gallup, made to this College, to confer medical degrees on pupils of the Clinical School of Medicine in the County of Windsor, Vermont; the Trustees of the College reserving the right of appointing two censors, to attend the examination of said school in concert with the censors appointed by the Medical Society of Vermont; reserving the right also to discontinue conferring such degrees whenever the Trustees of the College may deem it proper; and that the President of this College inform Dr. Gallup of this vote, when he shall have received in writing or otherwise the assent of such a number of the members of this Board as, with those present at this meeting shall constitute a majority of the whole board.

After confirmation of the vote, the Trustees elected Dr. Joseph Gallup Professor of the Institute of Medicine and Dr. Willard Parker Professor of Anatomy. Then they cannily decreed that "the fees for degrees and diplomas granted to the students of the Clinical School of Medicine belong to the President of Waterville College." They set the diploma fee at six dollars, thus netting President Chaplin sixty-six dollars in addition to his salary when eleven medical degrees were conferred in 1830.

In 1831 Dr. David Palmer was elected Professor of Obstetrics and the M. D. degree was conferred upon sixteen young men. In light of present high standards of the medical profession, the reader may be surprised to learn that the honorary degree of Doctor of Medicine was not uncommon in the 1830's. Waterville College, in addition to granting the degree to the sixteen graduates of the clinical school, gave the same degree in honorary status to Daniel Huntington of Rochester, Vermont, John Cleveland of Rutland, and William Graves of Lowell, Massachusetts. In 1832 the number of medical graduates reached a peak of



twenty-eight, and the honorary M. D. went to a practitioner in New Hampshire and to another in Massachusetts.

When the Trustees convened in annual meeting, on July 30, 1833, their experiment with medicine had ended. The records contain no explanation, but merely the brief minute: "Resolved that the connection between the College and the Clinical School of Medicine at Woodstock, Vermont, be dissolved." Evidently the rift had occurred during the college year of 1832-33, because no medical degrees were voted in 1833. Whittemore says that opposition had arisen in Vermont to the connection of their school with the Maine college. Burrage states in more general terms that "evidently the arrangement did not prove satisfactory and the medical department of the College was discontinued."<sup>1</sup> Hall states only that, in the years 1830, 1831, and 1832, a total of 55 degrees was conferred upon students who completed the medical course at Woodstock, but he makes no mention of when or why the practice was abandoned.<sup>2</sup> All we can say with certainty is that, in the three years during which the M. D. degree was conferred by Waterville College, President Chaplin augmented his salary by \$330 that he would not otherwise have received.

How a boy from a poor family can find the money to attend college has always been a problem. Except for the money they had saved before entering and help from outside sources, such as the denominational societies, most students in the 1820's found only two ways of earning money during their college course: by teaching or by preaching. The letters quoted in a previous chapter show that neither of those sources provided substantial income, even in comparison with the low rates for tuition, board and other charges during the four years of the college course.

Since early colonial times, New Englanders had approved the dignity of manual labor. To work with the hands, in pursuit of daily bread and a margin of savings, was accepted Christian practice. Waterville College had been in existence only a few years when parents began to inquire if there was not some way for the college to provide remunerative manual labor for needy and deserving students. Many of the students came from the farms, where the hours of labor were long and arduous, and even those who came from families of the clergy knew what it meant to work with their hands, for many a minister in the 1820's spent as much time cultivating crops as he did cultivating souls.

In 1828 the Trustees heeded the popular demand by passing the following vote:

Resolved that it is expedient to have a mechanic shop erected on the college lot, in which such students as are disposed may employ themselves a small portion of the day; and for this purpose the Prudential Committee is instructed to employ an agent to solicit subscriptions to liquidate the expense of erecting a suitable building; and said committee are also instructed to take such other measures as they may deem expedient to carry this object into effect.

The shop was built, and by 1831 it became apparent that it was not breaking even, but the size of its deficit was impossible to tell because its accounts were merged with those of the whole college operation. As a result of the Trustees' growing concern about the shop, Daniel Cook and Nathaniel Coffin were appointed agents to superintend the workshop and to keep its accounts distinct from those of the college. A year later it seemed necessary to take even more drastic action, and the Board voted:

To put the mechanic shop under the superintendence of a single agent, who shall be authorized to obtain funds for that object and shall have the disposal of all money collected by him for the purchase of lumber, tools and other necessary articles. The agent shall appoint a suitable person to give instruction to students who labor in the shop and give such person reasonable compensation for his services. The agent shall raise by subscription \$2000 to be employed as a permanent fund for the purchase of stock and for purchase of articles manufactured by the students. As soon as funds will allow, the agent shall be required to purchase of the students, at reasonable prices, all articles manufactured by them in the shop, within one week after they are completed. The agent shall replace the money thus expended by resale of the articles purchased from the students. The agent shall receive, for the present year, \$300 for his services, out of any money which he may collect.

In 1832, the College also loaned the shop \$600 for tools and stock. The College Treasurer at that time reported: "Nothing has been paid into the treasury from the sale of articles manufactured in the shop. It certainly deserves consideration whether the funds of the college should be appropriated to sustain an establishment which, though a useful auxiliary, cannot support itself." In 1833 President Chaplin made a detailed report to the trustees on the operation of the project.<sup>3</sup> He said that he and Professor Newton had been personally responsible for the purchase of 7000 feet of lumber from Simeon Mathews, for which they gave a note of \$70. (Note that price in comparison with present lumber prices —\$10 a thousand.) Chaplin also conceived the idea of storing up a quantity of green lumber at an even lower price, letting it dry, and then use it in the shop a year later. So he persuaded four other interested persons, including Newton, to join with him in buying 50,000 feet of green lumber from General Kendall at Fairfield, and have it sawed in Kendall's mill according to directions given by Nathaniel Coffin, superintendent of the shop. Chaplin reported that additional expense had been incurred by hiring a number of students to carry the boards up from the river and pile them near Kendall's mill, and still further expense for transporting them from Fairfield Village to the college grounds.

Forty years later President Champlin thought it likely that his illustrious predecessor, Jeremiah Chaplin, was at least lukewarm toward the workshop. Chaplin was indeed a man who thought a student's entire time should be devoted to study, unless the faculty agreed to allow him to perform part-time teaching. Would such a man look kindly upon the shop?

Chaplin's report to the Trustees in 1833 leaves us in no doubt concerning his personal stand. He wrote:

Permit me to say that to keep the shop in successful operation is of vital importance to the prosperity of the College. Judging from past experience, I am decidedly of the opinion that the shop, if well managed, will contribute more to the increase of your number of students than all other causes combined. It will, of course, increase the amount annually due to the college from its students, and what is of still greater importance, it will furnish indigent students with the means of punctually discharging their college bills. The effect which a well regulated manual labor establishment must have on the order of the College and the morals of its students is another consideration of great weight. Idleness is the bane of youth in every situation; in a college it is peculiarly destructive. Long experience and observation have assured me



that one of the most important prerequisites to the good government of a college is to provide the means for keeping its inmates constantly employed in something honorable and useful.

Chaplin went even further than general approval of the workshop. He disagreed with the college treasurer's opinion that funds of the college should not be devoted to its support. He said:

Should you think it best, as I sincerely hope you will, to encourage the manual labor establishment, allow me to recommend the appropriation of a certain part of the income deriving from tuition for its support; say all which will be due from those who work in the shop. The tuition bills of those students will of course be easily collected, and the proposed arrangement may be so guarded as to insure the College against being responsible for debts of the shop.

In response to the outgoing president's plea, the Trustees decided to continue the shop at least for another year, but they condemned the former practice of paying the students in cash for the articles they made, and henceforth demanded that all such purchases be credited against the students' college bills.<sup>4</sup>

When, in 1835, the financial operation of the shop still showed no improvement, the Treasurer reported: "Believing that the workshop ought to be so conducted that its current receipts could meet its current expenses, I recommend that no further drawing upon the funds of the college be permitted. No such appropriation should be necessary. All that is required to prevent the shop from becoming a subject of pecuniary embarrassment to the College is vigilance, activity, and fidelity on the part of its financial agent."

So obsessed were the majority of the Board with the shop's necessity that they paid no heed to the Treasurer's recommendation. Instead they authorized a committee actually to build an extension on the shop, and they appropriated \$500 for the purchase of lumber and materials. They probably knew it was only wishful thinking when they added that they expected to be reimbursed from proceeds of the shop.

In 1837 matters had reached a crisis, but the Trustees were not yet willing to abandon the shop. Treasurer Stackpole was all for calling it a day, but others overruled him, and it was finally voted that "the Prudential Committee be directed to make such arrangements with regard to the workshop as will save the corporation any expenses in keeping the same in operation, if practicable." Those two qualifying words "if practicable" indicated the way out. Continuation of the workshop was simply not practicable, although it somehow remained open under intermittent operation until the spring of 1841. At the annual meeting in that year, the Trustees spread upon their records a statement which reveals the whole story in appropriate summary.

While the workshop system was a novelty and public opinion was warmly in its favor, many young men were drawn from the industrious walks, who attempted to work their way through college, and some succeeded, to their own advantage as well as that of the public. The workshop was probably at first of some advantage to the College, in enticing students to come here, but not in any proportion to the heavy expense incurred by the College in building and maintaining it. Now, for some time past, it has been a useless monument of misjudged expenditure. The com-



mittee deems it useless to think of again putting the shop in operation. They recommend that the Prudential Committee sell, lease, or otherwise dispose of the workshop, including stock and tools, as they shall think best, but in no event to involve the College in any more expense for this project.

Nearly thirty years later, President Champlin felt able to judge the whole enterprise and state the causes of failure. He said:

As a financial operation, one may readily guess the result. The shops steadily ran the College into debt, till they had absorbed not only the collections made by Mr. Merrill, but several thousands of dollars besides. So many young men, generally without experience in the use of tools, and by the action of a general principle of human nature, each disposed to appreciate his labor above its real value, and each pressing the superintendent for the highest possible allowance for it, could not, in the nature of the case, have been profitably employed. The judgment of the better portion of the trustees had for many years been adverse to long continuance of the shop, and at last the Board officially closed it in 1841.<sup>5</sup>

Following the decision to make the Institution a true four-year college, the theological department had become less and less popular. As we have seen in a previous chapter, many Baptists disapproved the change and withdrew their support. Whatever may have been the intention of William King and others, who from the first favored a college charter, there were influential members of the Board, as well as supporters in the Baptist churches scattered throughout Maine, who believed that the literary department should always be supplementary to the theological, and the Maine charters of 1820 and 1821 certainly reversed that relationship. Furthermore the Baptists had established a theological school at Newton, Massachusetts, and the Baptists of Boston, especially the wealthier of them, were glad to use the Waterville change of policy as an excuse to support an outright theological seminary in the Old Commonwealth. To Newton, rather than to Waterville, young men intent upon theological training more and more turned their steps.

The result of these influences was that the theological department at Waterville College became steadily weaker. Although five men finished the course in 1825, they were the last to complete it. Two students held on until the summer of 1826, but neither finished the course. For three years thereafter no professor was available for the department, Chaplin himself teaching only his college classes when he was not out on the road soliciting funds. In 1829 the Trustees made at least a gesture toward reviving the department, voting that "a professor of theology be speedily appointed and that the office remain permanent." They took no chances, however, concerning additional expense, but solemnly appointed Jeremiah Chaplin Professor of Divinity, at the same time authorizing a committee to prepare rules and regulations for the government of the theological department. They regarded the department as several years dead and in need both of a professor and of regulations if it was to start all over again.

The Trustees wanted to assure theological studies in the Institution, but not at the expense of what they regarded as of first importance, the liberal arts college. No side show was going to distract from the main tent if they could prevent it. In 1830 they voted that "the theological department shall be supported wholly

and solely by funds arising from donations, legacies and subscriptions made and granted to this college expressly for that purpose; and the agent, J. C. Merrill, is instructed to procure funds for the College generally, and for the theological department in particular, keeping a distinct account of the latter; and the agent shall receive his salary from the funds so collected, in proportion to the amount collected for each purpose."

In 1831 hope arose from interest expressed by the Maine Branch of the Northern Education Society of Baptists. An offer from the Society to pay tuition and room rent for students under its sponsorship in the theological department was met by the College Trustees' agreeing to allow those students to occupy rooms in the college dormitories, provided there were any rooms not needed by college students, and also to permit theological students to "attend lectures by the professors with college students and to have free use of the college library and the philosophical apparatus."

Chaplin, however, had had quite enough of this obviously dying department. He insisted upon his resignation as Professor of Theology, though remaining as President and as Professor of Intellectual and Moral Philosophy. The Trustees then turned to Rev. Henry Green, pastor of the Waterville Baptist Church, but were unwilling to give him a professorial appointment. They voted that "Rev. Henry K. Green be requested to take charge of and instruct such theological students as may resort to this place for instruction during the ensuing year, it being understood that the Maine Branch of the Northern Education Society will make him compensation for the same." The theological department never was officially abolished; like old soldiers, it just faded away.

One other project of very brief duration occurred during Chaplin's presidency. Along with the operation of the workshop went an attempt to give students employment in cultivation of the college lands. The steward, who operated the college commons at his own financial risk, was given the added job of being a sort of superintendent of farm. He was given the title of College Farmer and was instructed to furnish to any student of the college as much cleared land as the student would agree to cultivate in proper order. His compensation was "the use of such land as shall not be tilled by students and officers of the college, and one-fourth of the produce raised by the students."

The farm project was no more successful than the workshop, and in 1870 President Champlin paid it the same reminiscent respect he had paid to the latter. "I think the experience shows that men whose wits have been thoroughly sharpened, by whatever form of culture, generally contrive to live by their wits, not by the plow."<sup>6</sup>

As for the boarding department, it too was having hard going. One Benjamin Sheppard claimed that he had been given authority to operate a commons, but the Trustees declared his permission had extended only to occupancy of the steward's apartment, rent free, until such time as a steward should be appointed. In order to avoid a lawsuit, the Board authorized the Prudential Committee to make the best settlement they could with Sheppard.

In 1832 the same Mr. Coffin who had originally provided board for students was in that business again, for the Trustees ordered him "not to charge the students more than one dollar per week for board," at the same time decreeing that "no scholar shall be compelled to board with him, and each scholar shall have liberty to board where he pleases."

At the end of that college year, the Trustees were so dissatisfied with the arrangement with Coffin that they built a steward's house at the north end of



the college grounds, a building that for many years bore the name of college commons. At a later day it would be operated by the college itself, but in Chaplin's time and much later the incumbent steward took complete risk of operating the table at sufficient profit to keep himself out of debt for supplies and overhead.

President Chaplin presented his resignation to the Trustees at their annual meeting on July 31, 1833. An ugly situation had arisen, making Chaplin so determined to terminate his services that he refused to preside at Commencement and the Trustees authorized Professor George Keely to confer the diplomas.

The immediate cause of the President's withdrawal was the occurrence on July 4, 1833, of a student demonstration in the cause of abolition of slavery. Not for a moment should it be assumed that Chaplin was pro-slavery or that he objected to abolition societies. What he did object to was anything which marred the sober decorum that must be observed in any institution of which he was the head, especially one in which a majority of the students were preparing for the ministry.

By 1830 the anti-slavery movement was well under way in New England. In June, 1833, the dynamic abolition leader, William Lloyd Garrison, lectured in Waterville, and so fired the enthusiasm of the college students that they determined to form an anti-slavery society. Since the cause was freedom, what better day could be found to declare their purpose than the birthday of the nation's freedom, the Fourth of July? Assembling in the commons dining hall, the students adopted the following constitution:

#### Preamble

Believing that all men are born free and equal, and possess certain unalienable rights, among which are life, liberty, and the pursuit of happiness, and that in no case consistently with reason, religion, and the immutable principles of justice, can one man be the property of another; we the subscribers do hereby agree to form ourselves into a society to be governed by the following constitution.

Article I. This Society shall be called the Waterville College Anti-Slavery Society.

Article II. The object of this society shall be to endeavor by all means sanctioned by law, humanity, and religion, to effect the abolition of slavery in the United States; to improve the character and condition of the free people of color, to inform and correct public opinion in relation to their situation and rights, and obtain for them equal rights and privileges with the whites.

Article III. Any person who is a member of the College may become a member of this society by signing the constitution and paying annually to the treasurer twenty-five cents.<sup>7</sup>

So enthusiastic was the gathering that it made a lot of noise. Even at the other end of the campus, the dignified president could hear the shouting and the cheers. He suspected that the celebrants had been fortified by New England rum, but even if they were cold sober, such disturbance of the peace and quiet of a scholarly community could not be countenanced.

At that time the college calendar included the month of July, and on the morning of July fifth President Chaplin told the students, in no uncertain terms,



exactly what he thought of their conduct. The exact words the President used were not recorded, but they were such that those who years later were asked for their recollections of his remarks all agreed that the whole student body arose in indignation from their chapel seats and demanded that President Chaplin retract statements they found objectionable. When Chaplin insisted that he meant every word he had said, the students left the building in anger.

At an immediately called faculty meeting, the President demanded the suspension of several known leaders in the episode, pending a more thorough investigation. The faculty agreed, but Professors Keely and Newton, while not objecting to the decision, urged caution concerning any final action.

A week elapsed, during which the episode affected the classroom work, causing the faculty to become increasingly concerned. They decided unanimously that the President should deliver in chapel a carefully prepared written statement, which should be read to the faculty in advance. On July 10 Chaplin delivered such a statement, a copy of which in his own handwriting and attested by Professor Conant, is now preserved in the Colby Archives. The statement is too long to quote here in full, and much of it is made up of religious homilies which have little bearing on the issue. A few passages, however, reveal not only some details of the incident, but also the unusual attitude which Chaplin and his colleagues held toward the Fourth of July, which had been an annual celebration for fifty-seven years when it caused this crisis at Waterville College.

Chaplin did withdraw his earlier implication of drunkenness:

We are happy to find, on inquiry, that none of you were chargeable with drinking ardent spirits or wine on that evening. The noises which we heard from the dining hall excited fears that some of you were actually inebriated, and that all present have made some use of ardent beverages. We feel it to be a fit subject of congratulation that such apprehensions were erroneous.

But the President made it clear that, wine or no wine, the faculty strongly disapproved of the noisy celebration, and he told the students exactly why they disapproved.

The anniversary of our independence ought to be celebrated by appropriate religious services. It is a season when we ought to call to mind the goodness of God in enabling our Fathers to shake off the yoke of oppression and assume the attitude of a free and independent nation. And it is proper that we, as social beings, should assemble for such services of gratitude and blessing. But revelry should be discountenanced as incompatible with such a celebration. We ought to spend the day in much the same way as we spend the Sabbath, and as pious people we spend our annual Thanksgiving. It is a day of joy, but a joy that ought always to be sober and chastened. We should resort to no amusements, partake of no entertainments, and engage in no exercises which have a tendency to unfit the mind for the holy intercourse with God.

Chaplin was not impressed by the argument "Everybody's doing it." He was quite aware that many people, probably the majority, did not share his stern, religious views about observance of the nation's birthday. Majorities didn't trouble such a man. He would always insist that "One with God is a majority." He told the rebellious students who indeed were now on the point of actual rebellion:

Some of you say, 'Were not the very same things which the faculty condemn practised formerly by pious people? Did they not celebrate the Fourth of July in the same manner that we lately did?' Yes, there were professors of religion, even pious people and ministers, who did these things. But shall we conclude that it is right for us to do the same? Then it is right to carry on that infamous and abominable traffic, the slave trade. The pious John Newton was for years the captain of a slave ship. Does that justify any man today in committing so grievous an outrage? A few years ago many good people made free use of ardent spirits. Is this a satisfactory reason for our doing the same? Some good men indeed celebrate the Fourth of July just as you did the other evening. But that does not make it right.

Then the President got down to the facts concerning the disapproved behavior, and it was in this passage that the students found his most objectionable words. We have placed in italics the particular phrases that led the students to say that the President had insulted them.

You are greatly mistaken, young gentlemen, if you suppose that we wish to deprive you of any real enjoyment. We wish you all to be happy in this world as well as in the next. But we wish you to understand that happiness does not consist in mirth and jollity. True joy is always serious. Real pleasure must correspond to the nature of the participant and the rank which he holds in the scale of existence. You are not beasts of the field or fowls of the air, but rational and immortal beings, and you ought to seek pleasures which add to your dignity and high destiny. Moreover, young men who are obtaining a college education may justly be expected to have a taste somewhat more elevated than that of the common herd of mankind. Can you be surprised, then, that after all the pains we have taken to refine and elevate your feelings, some of you have a taste *so low and boorish*, that you can be pleased with *noises which resemble the yells of a savage or the braying of an ass*? For you to pride yourselves on doing that which *a boor, a savage or a brute may do as well as you is truly contemptible*.

It was then that President Chaplin really poured it on. He referred to the recent death of one of the students and said it should remind these young men of the ominous uncertainty of life. Suppose they had to appear before the Divine Judge the very night of their unseemly celebration? He referred to recent evangelistic meetings held at China and at Ten Lots, and he made it all too clear that, in his opinion, some of his listeners were quite unfit to be ministers. He said:

The scene of your revelry took place within less than a week after numbers of you attended protracted meetings. We hoped that the time you spent at China and in the western part of this town would not be lost. We hoped you would return to the College with salutary religious impressions which would prove to be deep and lasting. But we feel that the devotional feelings generated at those meetings must have been for you as the morning cloud and the early dew. Alas, they are gone, wholly gone! What good does it do for you to go abroad and pray and exhort and preach with seeming fervor and solemnity, then return to celebrate the Fourth of July in the manner which you did? How could you, who intend to be pious ministers of the gospel, thus engage in loud and boisterous mirth?



The President announced that two ringleaders of the evening's revelry had been expelled and six others had been given a long suspension. Even if the President's address had done anything to allay student resentment—and it had not—the inflicted punishments brought matters to a climax. Now it was the students who turned to formal statements in writing. On July 17 they addressed the following petition to the faculty.

To the Faculty of Waterville College:

Whereas in the address to which we listened on Saturday last we find we were injured, individually and collectively, that our proceedings on the evening of the Fourth of July were misrepresented and that the epithets which were applied to us were harsh, severe, and undeserved, we feel it to be a duty which we owe to ourselves as men, to request of you an explanation of the terms in which we were addressed, and also the sources of the information which gave rise to them.

We have learned from individuals who have conversed with members of the faculty that the address was not intended merely to reprove us for our conduct on that evening, but also for certain misdemeanors for six months past. We did not understand the address in this way. We supposed that it related exclusively to the evening of the Fourth of July. If we are incorrect, we wish to be informed of it. But allowing that it did refer to all misconduct for the last six months, we do not consider that, as a body, we are justly censured for the conduct of individuals, or in any way answerable therefor. We are willing on all occasions to receive reproof when guilty of violating the laws of the college, but we think we have a right to expect that such reproof will come couched in at least respectful language. We consider that our characters as students of this college, and as men, have been unjustly injured and we ask redress.

Those of us who were not present at the celebration on the Fourth of July feel it due to ourselves to ask how far we are implicated in the address, and what instances of misconduct were there referred to. We would also add that we think the interests of the College require that an explanation be made.

Waterville College, July 17, 1833.<sup>a</sup>

The fifty-seven signers of that petition included some of the most religious and best behaved men in the College. One of them was a sophomore, Jonathan Furbush, already serving as an ardent home mission worker among the French-Canadian people on "The Plains" who, because of pneumonia contracted in humanitarian work there in a winter blizzard, died before he could complete his college course. Another was William Mathews, the young man who was so thoroughly trusted that, as we have already recounted, he carried several thousand dollars belonging to the Waterville Bank to another bank in Boston. Another was Silas Illsley, the first of many members of that family to attend the College, and one who was a leader in both religious and literary pursuits throughout his college years. Among the signers was one man who would live well into the twentieth century. He was William Howe, who had a distinguished career as a Baptist minister in Boston and Cambridge, and who died in 1907 at the extreme age of one hundred and one years. It would have been interesting to have obtained from Mr. Howe, in his old age, his reminiscences of that dining hall incident of July 4, 1833, but apparently no one thought to ask him.

On the following day the faculty sent to the petitioning students a formal reply:

Whereas the impression seems to prevail among the students that two only of the members of the faculty are responsible for the address delivered in the chapel on Saturday last, be it resolved unanimously that the President be requested to inform the students that the above mentioned address, before it was delivered in the chapel, had been read to all the members of the faculty and had been unanimously approved. Also resolved, that the faculty entirely disclaim the construction which they understand is given by the students to those sentences in the address which occasioned most offense, and that the object of the faculty, in those sentences, was to show those whom they addressed the inconsistency of some of their conduct with the rational and immortal nature which they possess.<sup>9</sup>

The students, especially those who were members of the theological group known as the United Brethren Society,<sup>10</sup> were not satisfied with that response. They insisted on a retraction of what they still termed offensive epithets, and the matter was far from settled when the Trustees, in annual meeting, were confronted with the resignations of President Chaplin and Professor Conant.

The faculty records themselves reveal no rift between faculty factions, but the following minute in the trustee records shows that such a rift did exist.

Voted, that the President be requested to furnish this Board with a statement relative to the late difficulties which occasioned his resignation, and that Professors Conant, Keely and Newton be requested to furnish statements also relative to disturbances among the students. Voted, that a committee of five be appointed to attempt a reconciliation between Professors Keely and Newton on the one part and Professors Chaplin and Conant on the other part.

Keely and Newton immediately presented their statement to the Board, but it was not until Chaplin learned the contents of that statement that he and Conant presented their own, which was couched entirely in the form of a refutation of their opponents' statement. The matter was so fraught with dire consequences for the College that its historical importance justifies complete quotation of both statements. No mere excerpts and no paraphrase will suffice. The surest way to understand the unfortunate situation is to see exactly what both sides had to say. The original statements here quoted are preserved in the Colby Archives.

At the first session of the Trustees' annual meeting, President Chaplin had apparently accused Keely and Newton not only of failing to support him, but of actually aiding and abetting the student revolt. To this charge the two professors gave vigorous denial.

We deem it important to embrace the opportunity you have kindly offered to say a few things in reply to the charge which has this afternoon been preferred against us. We should not have known of any difficulty existing between present members of the faculty, had not Dr. Chaplin expressly charged us in your hearing with refusing to sustain him and Professor Conant in reference to the course which they wished to pursue in the discipline of certain students.

We do not consider ourselves bound to conjure up the reasons which have induced the students to suppose that two individuals of the faculty



were mostly responsible for the address which has given offense. We are conscious of having attempted to pursue a judicious course in reference to this and to former acts of the Executive Government ever since we have been members of it. Our individual opinion has been concealed, if it did not precisely correspond with that of the ruling members of the faculty. But do Dr. Chaplin and Prof. Conant suppose that their general character and the general tenor of the course they have pursued for months (not to say years) past can be observed by the students and yet no opinion be formed as to the influence which individual members may have in the meetings of the faculty? In addition to the fact that it was publicly announced to the students that every member of the faculty was responsible for the address the delivery of which gave offense, we have repeatedly and distinctly stated our disapproval of such loud and noisy mirth as was displayed on the night of July fourth. We have never knowingly winked at any sin of this kind in students, but have endeavored to be firm supporters of the cause of good order and strict discipline in the college. We may, however, be allowed our own opinion as to the best method of correcting any evil which may be found to exist.

We are specifically charged with deserting Dr. Chaplin and Prof. Conant when the second address was presented for approval of the faculty. We solemnly assert that, far from deserting them, we fully supported them. Toward the close of our last faculty meeting we had, through the whole affair, endeavored to defend Dr. Chaplin (who was declared by certain students to be incompetent for his office) and Prof. Conant (who had been insulted in the street), and we stated our determination to act in their behalf as we would wish them to do for us in like circumstances. We further declared that, though we had doubts as to the policy which they wished to pursue, we would certainly sustain them if they were not satisfied with less severe measures.

After Dr. Chaplin and Prof. Conant, to our exceeding surprise, proposed to resign their offices as the best method of removing the difficulty existing in the College, we solemnly declared to Dr. Chaplin that, though we had other ample reasons which respected the welfare of the college for being reluctant to accede to the violent measures proposed, yet our principal reason for taking that position was a regard for his own interest. We stated to him our fears that those measures would create bad feeling, not only in the College, but particularly among the friends of the College abroad, that would be to the President's disadvantage and perhaps lead at some future day to his removal from office. To be charged, as we were this afternoon, is indeed a most unwelcome return for the affection we have felt for Dr. Chaplin and the support we have endeavored to give him as President of the College.

If you think it of any consequence to examine further into our official or private conduct since we have been members of this faculty, we shall rejoice in a thorough investigation. We have only to add that we feel a deep interest in the welfare of this College and that our whole energies have been devoted to those measures which, in our opinion, were adopted to promote its best interests; and now the question whether we can hereafter be useful as members of the faculty we submit entirely to yourselves.

Calvin Newton  
George W. Keely

Waterville College, July 30, 1833

The reply which President Chaplin and Professor Conant immediately made to the Newton-Keely statement shows that there had long been disagreement between the two factions and that the Fourth of July incident was only the spark that ignited a long-loaded powder keg.

In reply to the communication of Professors Keely and Newton, we readily admit that both men have manifested a deep interest in the prosperity of the College and a readiness to make sacrifices in its behalf. But we cannot admit, that during the late disturbances they have shown a willingness to bear their full share of the responsibility resting on the faculty or to expose themselves to the manifestations of displeasure and resentment shown by certain students. If their protestations are sincere, as we presume they are, the two professors must have been most egregiously mistaken as to the best methods of manifesting their esteem for the presiding officer of the College, and of sustaining him in the arduous duties of his station. To move on with him till he had exposed himself to the fiercest resentment of a large proportion of the students, and then propose a relaxation of measures when it was most necessary to rally round him and present a bold front to the disaffected students, was certainly the readiest way to ruin the President's influence and expose him to the contempt and scorn of all who had assailed him. Had they intended to effect the President's removal from office, they could hardly have adopted more suitable expedients.

Professors Keely and Newton seem to imagine that it was not their fault if the students thought them opposed to the measures which the President and the first professor were pursuing. We must say that, if these two gentlemen had combined a sincere attachment to our cause with a suitable degree of boldness and decision, not an hour would have elapsed before the students as a body would have beheld the faculty as one and indivisible. We do not accuse these professors of betraying us. They do not deserve to be ranked with Judas, who betrayed his Master, nor with Peter who denied him. The course they have pursued resembles rather the conduct of the other disciples, who, when the Master was arrested, had not the courage to stand by him, but forsook him and fled.

Professors Keely and Newton refer to us as "ruling members" of the faculty, indicating that for months, even years, the predominance of our influence has been apparent to the students. We do indeed hold the first two offices in the Executive Government, but in no sense have we been "ruling members." We have never shown an overbearing spirit or exercised authority in any improper degree. But, admitting that the students, from observation of the attitude and actions of all members of the faculty, might form some shrewd conjectures respecting the degree of interest felt by each in the late transactions, does that account for the fact that, during the late disturbances, the students have, from first to last, considered Professors Keely and Newton as opposed to the vigorous measures pursued by the faculty? If these gentlemen had really wished the students to consider them as going heart and hand with us, could they not easily have given that impression?

Professor Keely is a man whom we highly respect. He is a man of genius and taste, as well as a profound scholar and an able instructor. We consider him, too, as possessing no inconsiderable share of moral worth. His great fault is want of that firmness and decision of char-



acter so necessary to be exercised in the discipline of a college. This causes him sometimes to shirk when troubles rise and enemies assail. He is uncommonly averse to the noise and bustle of the world, is passionately fond of retired study, and he considers the use of a single hour in attending to college discipline as irreparable loss. We strongly feel that prompt attention to college discipline is one of the most important duties that devolves upon all officers of the College. We could wish that Prof. Keely had felt the same, for in that case discipline in this college would have been administered with much greater effect.

Unlike Professor Keely, Professor Newton has manifested an unusual readiness to assist us in the discipline of the College. But since the beginning of the last college year he has not been so ready nor so firm in respect to discipline. And for that change we can find a ready explanation. During the past nine months, Prof. Newton has lost the confidence of many students. When, in the first term, he was hearing the junior class in Haines' *Elements of Criticism*, a work which requires great attention on the part of the instructor, he failed to furnish such illustrations as the work requires. Members of the class complained that they derived no benefit from his instruction and they found his illustrations coarse and homely, not suited to the dignity of literary subjects. His students in declamation complained bitterly that he did not help them improve their manner of speaking. Last May, a senior told Prof. Conant that the reason why the members of his class protested against a third recitation was because it would have to be conducted by Prof. Newton.

We admit that Prof. Newton had strong inducements to be on his guard and use every precaution to avoid giving offense to the students. It is an apology of some weight, but it does not excuse him from the use of expedients he has recently resorted to in order to establish himself in the good graces of the students. That he has employed improper expedients can hardly be doubted, when it is considered that he has, all at once, risen from the bottom to the top of the wheel. We are not insensible that this surprising revolution may have been due in part to the maneuvers of the disaffected students, who in their desire to divide the faculty, have labored to bring Prof. Newton over to their side by a marked change in their manner of treating him. But unless he had welcomed the maneuver, it would have accomplished little.

One fact furnishes direct evidence that Prof. Newton was willing to court favor with the students. The members of the United Brethren Society were, in their collective capacity, chargeable with aiding in the late rebellion. Their petition was put into my hands on Monday. On Thursday, when the clouds hanging over us had become unusually thick and portentous, and when the least countenance given to the rebellious students was tantamount to participation in their rebellion—on that morning Prof. Newton attended the weekly meeting of the United Brethren and, most surprising of all, made an address on Decision of Character. One of the leaders of the rebellion followed with remarks on the same subject and closed with the significant remark, 'We have been decided hitherto; I hope we shall be decided still.' If Prof. Newton wished to encourage the members of that society to persevere in efforts to humble and subdue the faculty, he certainly took the proper course. He knew perfectly well how the disaffected students would apply his remarks.

There are several other topics to which we might have adverted. But, fearing lest we have already trespassed on your patience, we will say no more at present except that we are

Your most obedient serv'ts,  
Jer. Chaplin  
Thos. J. Conant

Waterville College, July 31, 1833

It was after the Trustees had heard both statements that they appointed the Committee of Reconciliation. On the following morning, at the final session of the meeting, the committee's chairman, John Butler, made the following report.

The committee appointed yesterday to attempt a reconciliation between President Chaplin and Prof. Conant on the one part and Professors Keely and Newton on the other part report that it has not been in their power to effect any reconciliation between the disaffected officers. The President informed the committee that the resignation of himself and Prof. Conant could not be recalled unless the Board of Trustees, by vote, should approve of all measures in the recent difficulties, and in his opinion, even if the Trustees should so approve, the situation of himself and Prof. Conant in relation to the other officers would be very unhappy, and most of the students would then leave.

The closing sentence of the committee's report shows that Chaplin gave the Trustees no recourse but to accept his resignation. His statement that, even if the Trustees supported him completely, the difficulty would still remain unresolved, was practically saying to the Board, "You're damned if you do, and you're damned if you don't."

One action of the Board, as soon as they had accepted the resignation, reveals clearly that they did not approve of the President's severe disciplinary action in this instance, but sided with Keely and Newton. That action was their immediate appointment of Keely, first to preside at the commencement exercises on the next day, and later to serve as Acting President until a new president should be elected.

It therefore turned out that nine young men received their diplomas from the hands of Professor Keely on August 1, 1833. They were Daniel Cook, son of one of Waterville's earliest settlers; Oliver Dodge, who died only seven years later; Jonathan Farnham, who became Professor of Natural Sciences at the college in Georgetown, Kentucky; Rockwood Giddings, who joined Farnham in Kentucky and became President of Georgetown College; Walter Gould, who had a distinguished career as an attorney in Alabama; William Howe, one of Boston's best known ministers; Josiah Pillsbury, who also went to Kentucky, but as a lawyer rather than teacher; William Stratton, Kennebec County's clerk of courts for 47 years; and Nahum Wood, who, after teaching mathematics at Franklin College in Athens, Georgia, became a noted southern planter of the period just preceding the Civil War.

Although the Trustees felt finally obliged to accept Chaplin's resignation, they did everything possible, consistent with their best judgment, to bring harmony between him and the two professors who had already done much for the college and in whom the Board still had confidence. But Jeremiah Chaplin was a man of granite convictions. It made no difference how many people thought



he was wrong. If his own conscience told him that he was right, no one could swerve him from his self-imposed duty.

It is remarkable that no rift occurred between Chaplin and the Trustees. They immediately elected him a member of the Board, on which he served faithfully until 1840, only a few months before his death. Not for a moment did he lose his devotion to the College. He had come simply, but firmly to the conclusion that he was not the man to head it, just as he had allegedly told them in 1821, when he had refused the position and insisted upon another election, only to take the post reluctantly when Daniel Barnes turned it down.

The Trustees instructed a committee to supply Chaplin with testimonials of their esteem and to proceed at once to make proper financial settlement with him. The latter order was not easy to carry out, because Chaplin had to a large extent himself been the college and had of necessity made financial commitments on its behalf—commitments for which he had taken personal responsibility. There were notes with his endorsement at the Waterville Bank, there were College bills he had paid out of his own pocket, and there was back salary long due him. It was a whole year after his resignation before final adjustment was made. The Board, on its committee's recommendation, then voted:

In consideration of the service rendered by Dr. Chaplin and the donations made by him in aid of the College, the Trustees consider it their duty to allow the late president one thousand dollars, and that all claims of the College on a note given by Dr. Chaplin to the Samaritan Society be relinquished.

Do the facts as related in the lengthy documents tell the whole story? Is there anything to be read between the lines of the old, fading papers? Can any further light be cast on the unfortunate end of a valiant presidential career?

One cause of the dissension within the faculty was certainly the common but always volcanic issue of nepotism. Although, in the preserved documents, the only name associated with Chaplin's side in the affair is that of his son-in-law, Professor Conant, the newest professor on the faculty was also involved. He was John O'Brien Chaplin, the President's son, who had just been promoted from tutor to professor. That the son resigned along with his father and his brother-in-law is shown by the Trustees' vote authorizing their committee "to make suitable remuneration for President Chaplin, Professor Conant his son-in-law, and Professor Chaplin his son." Perhaps some significance can also be attached to the designation of relationship in the trustee record. When Professors Keely and Newton urged some retraction of remarks and more lenient action toward the disaffected students, they were well aware that family relationship would affect the views, or at least the position taken before the Trustees, of the other members of the faculty.

The incident of July 4, 1833, had not been the first occasion when President Chaplin's stand on matters of discipline had caused resentment. On October 24, 1825, the faculty had been called into special session by the President "in consequence of a riot which took place on Saturday evening." About ten o'clock on the autumn night, "several students, with handkerchiefs tied around their heads, made an assault on Tutor Parker's room by throwing volleys of brickbats against the door and shouting vociferously." Investigation produced no tangible results, but within a few days twenty students confessed to the act. President Chaplin was all for taking stern action, involving suspension of all twenty men,

though it was known that only six had participated actively in the affair. The President was overruled, for the faculty record tells us, "After much deliberation, the government thought best, for particular reasons, to forgive the delinquents, and requested the President to write an address and read it to the students in chapel."

In 1826 Chaplin severely castigated the students because of trouble with a resident of the town, Moses Healy. Healy complained that a group of students had insulted him on the street. The faculty informed the man that, if he would supply evidence identifying the students, the offenders would be promptly punished. Although Healy could not meet those conditions, he was not satisfied, but laid his case before the Grand Jury of Kennebec County. For lack of evidence, the case was thrown out of court. Chaplin was deeply grieved that the offending students had never come forward and confessed. He was very harsh in his denunciation from the chapel platform.

Even more revealing is a matter which was not settled by the faculty, but reached the Board of Trustees in 1831. The faculty had appealed to the Board for instructions concerning their right to compel students to give testimony in disciplinary cases. As long ago as 1831 on American college campuses, it was a firm tenet of the student code that "to tell on" another student was an unpardonable offense. Such an offender would be promptly and effectively ostracized. But the older generation had little sympathy with that student view. If order was to be maintained, if offenders were to be punished, students would have to testify, just as their civic duty expected them to testify in the courts of the state. So we find in the records of the trustees for July 26, 1831, the following vote:

Whereas in all colleges there is found among students a strong reluctance to giving testimony before the government against their fellow students, and usually an appalling odium is cast on those who do this; and whereas the good of our colleges urgently demands that false delicacy on this subject should be sternly discountenanced; therefore, resolved that the Trustees recommend to the Executive Government a rigid adherence to the 12th section of the 6th chapter of the college laws, and that all students refusing to give testimony, when required by the government, and all students endeavoring to ease odium on those who do give testimony shall be dealt with according to the provisions of said article. Submission to law is honorable and indicative of a truly noble spirit. We would hope that the students of this College will be distinguished for this spirit, that a high tone of morality will prevail within its walls, and that vice of every description will be frowned upon. And should there be among so many young men any of vicious character, for their own sake as well as that of the College, it is important that they should not be able, undetected, to practice mischief. Therefore, he who, required by the College Government, testifies against an offender, does an act worthy of praise.

A President determined to enforce that kind of resolution—and it clearly was at Chaplin's recommendation that the Trustees adopted it—was in for trouble. Only two years later the lid blew off the volcano in the celebration at that anti-slavery meeting on the Fourth of July.

For many years the bitter controversy which caused Chaplin's resignation obscured the tremendous contribution which the man had made in placing the new institution on an enduring basis. Although a devout Baptist and an ex-



perienced teacher of theological students, he had the wisdom and the courage to see that the institution in Waterville had no permanent future as a theological school. He was not driven to the concept of a four-year college against his will. The tragic episode of 1833 is sufficient evidence that others could not drive Jeremiah Chaplin to any decision against his principles or his conscience. He was in fact the leader of the movement to make the institution primarily a college and only secondarily a theological seminary. He did not deliberately plan to abandon the latter, and he cooperated faithfully in all endeavors to save it, but he shed no tears when it finally had to go. That Colby became and remained an undergraduate college of increasing quality and standing was due chiefly to the very stubbornness which caused the President's resignation. Had Jeremiah Chaplin held different convictions, Waterville College might have gone on with divided goals and splintered curricula, eventually trying to be all things to all men, instead of achieving its single purpose of becoming a high grade undergraduate college of liberal arts.

As one contemplates the account of Chaplin's departure from the college presidency, it is easy to attribute the outcome solely to his own sternness and stubbornness. But such controversies are seldom one-sided. Fault lay also with the students. Thirty years after the event, one of the students who had signed the petition demanding retraction had come to a mellowed view. James Upham wrote:

It is a pity that the students, justly incensed as they were, could not have realized that, in smiting the venerable president they were smiting their own father—the father, at least, of the college; the one man without whom the college would have had no existence; who had begotten it, cherished it, and brought it up through the perils of childhood with such toils, self-sacrifices and heartaches as are beyond the possibilities of the present generation to conceive; that they were striking down one of the most godly men of the age, who walked with God as closely as did Isaiah or Enoch; one who was as humble as he was great, and habitually suffered from a conviction of unfitness for the work; one who was eminent in scholarly worth and must ever occupy a high place in a roll of distinguished educators and college founders. It is to our shame that we thus struck him down.<sup>11</sup>

In that letter lies a valuable clue to what may have been the outstanding cause of Chaplin's resignation. It was not so much his uncompromising stubbornness as it was his deep, sincere humility. Perhaps the modern psychiatrist would say that Chaplin's determined sternness was the outward cover for an inferiority complex. Jeremiah Chaplin had never wanted to be a college president. He had been reluctant to accept any position at the Maine Literary and Theological Institution when the proffered position was only one of professor of theology. When the institution obtained a college charter and the Trustees decided they must have a president, Chaplin insisted that they elect someone else, and it was only when Daniel Barnes refused the presidency that Chaplin reluctantly accepted it. When the crisis came in 1833, when he saw no way of settling the dispute without sacrifice of principle, this devout man who tried so hard to "walk with God" decided humbly and soul-searchingly that the fault must be his. So he abandoned the office but not the College. His love for it never waned and he worked in its behalf all the rest of his life.

## CHAPTER IX

### *Dynamo From Salem*

WHEN President Chaplin resigned, Waterville College was faced with a double crisis. Not only must it find a new president; it must also find a way to meet its mounting debts or close its doors. Writing many years later, Edward W. Hall said of the situation: "The College had no means to meet more than three-fifths of its current expenses, and its creditors were becoming uneasy. The resignation of Dr. Chaplin, and with him two of the professors, under circumstances full of peril to the College, added to the embarrassment of the situation. Many of its friends were almost disposed to abandon the enterprise."<sup>1</sup>

The very circles in which the Trustees had to operate, in their search for Chaplin's successor, were those Baptist associations which were most aware of the precarious state of the College. Baptist ministers with a scholarly reputation were loath to leave good parishes for the risk of such a college presidency. Such was indeed the attitude of the man to whom the Trustees turned in their dire emergency. Rufus Babcock was pastor of the prominent Baptist Church at Salem, Massachusetts. He was the type of man whom the college trustees ardently sought: a Baptist minister, a graduate of a leading American college, and an experienced teacher and administrator.

Rufus Babcock, born in Litchfield, Connecticut, in 1798, was only thirty-five years old, but already a recognized leader in the Baptist denomination, when he was invited to take the presidency of Waterville College. He had graduated from Brown in 1822, and had then served as senior tutor at Columbian College, the Baptist institution in the national capital, where he had gained a reputation as a brilliant teacher and competent administrator in the president's absence.

Babcock, secure in his Salem pastorate, wanted nothing to do with a college which he regarded as near to bankruptcy. He suspected that Waterville College was so deeply in debt that neither he nor anyone else could save it. He respectfully declined the invitation and suggested that the Trustees consider his fellow tutor at Columbian, who had been promoted to a professorship at Brown. Impressed by Babcock's recommendation, the Waterville Trustees at once proceeded to invite the Reverend Alexis Caswell to the presidency, at a special meeting on August 21, 1833. Caswell waited six weeks before giving his answer. When that answer was finally made in the negative the Trustees were really in a bad plight. The new college year had already opened without any president to extricate the institution from its financial doldrums, although internal administration was in the capable hands of Professor Keely.

The Trustees turned again to Babcock, with a plea that was difficult for him to ignore. In Waterville, as well as in other parts of New England, the religious



sect which was then making gains against the conservative Baptists was the liberal Universalists. Only a few years earlier they had organized, right under the eaves of Waterville College, the first Universalist Church in Maine, and they were now erecting a church edifice of their own in the college town where the Baptists had the only earlier denominational meetinghouse. Feeling between the two denominations was often heated and harsh. The appeal which the Trustees made to Babcock was based on those strained relations with the Universalists. If he declined to become their president, the Trustees told the Salem pastor, the institution would have to be sold to meet the pressing claims of creditors, and the most likely purchaser was a Universalist corporation that was anxious to grab the property at a bargain price and turn it into their own denominational school.<sup>2</sup>

Babcock was now faced with a dilemma. If he accepted the presidency, he would be taking on a very risky job; if he refused it, and the Baptists lost the college, he might always retain a feeling of personal guilt. He therefore decided to go to Waterville and make thorough investigation. He spent a week at the College, conferring with the professors, the members of the Prudential Committee, and especially with Dr. Daniel Cook, the treasurer. The treasurer's accounts showed an accumulated debt of \$10,000, which was bad enough, but it was not until several months later that Babcock discovered that Cook had not included an earlier obligation of \$8,000, which had never been liquidated, although Cook thought Timothy Boutelle had long ago absorbed it. The debt of the struggling institution, which had been in existence only fifteen years, was actually in excess of \$18,000.

Reluctant, but impelled by a strong sense of religious duty, Babcock finally decided to accept the unappealing job of presiding over Waterville College. At a hastily called meeting on September 25, 1833, the Trustees confirmed his election at a salary of one thousand dollars a year. To prepare for his coming with his family to Waterville, the Board authorized the Prudential Committee to "cause window blinds to be furnished to the President's house, paint said house and the fences connected with it." At the same time the Board postponed action on a national issue which had been involved in Chaplin's resignation: "Resolved, that the petition of several students for permission to form two societies relative to colonization and anti-slavery be referred to the consideration of the Board at their next annual meeting."

Rufus Babcock plunged into his new task with tremendous energy. He at once visited most of the colleges in New England and New York, to learn what other institutions were doing. He moved his family to Waterville just in time to participate in oral examination of the students at the end of the fall term.

His first task was to attack vigorously the financial problem. In 1831 the Trustees had set out to raise by subscription a fund of \$20,000, under the agency of Rev. J. C. Merrill. It had been only partially successful, and Babcock decided to revive it. In doing so, he added a device he had picked up in his visits to other colleges. He proposed that anyone who would give \$600 to the fund would have a scholarship under which the donor could annually designate a student to receive its benefits in the form of free tuition and room rent. It was a dubious method of financing, because the Trustees intended to use the money to pay debts and put up a third building. Now they obligated their treasurer to cancel the individual bills for tuition and room rent of every student who came under those donor-controlled scholarships. They were, in effect, spending the same money twice.

Babcock thought it disgraceful that a Baptist college should have no decently appointed chapel, and he persuaded the Trustees to earmark a sufficient portion of the \$20,000 fund to erect a building for general classroom purposes, in which a large and well equipped chapel should be arranged. Chapel had previously been held in small, crowded rooms, either in North College or in South College. All previous attempts to raise money especially for a chapel had failed. Babcock was determined that there should be no failure this time, and at their annual meeting in 1835 the Trustees approved the following form of certificate for scholarship subscribers to the fund:

This certifies that \_\_\_\_\_ has paid into the treasury of Waterville College \$600 towards erecting a chapel. Thereby he and his assigns forever are entitled to enter and have one student in the College, free of all bills for room rent, tuition, lectures, and library; but no assignment shall be recognized by the College as valid unless the same shall be made by the donor to some incorporated body in trust or otherwise. Provided that, if the College shall at any time hereafter pay the donor, his trustees or assigns, the sum of \$600, the scholarship shall cease.

Perhaps fearing that the scheme might get out of control by extending permanently too generous largess, the Trustees voted to restrict the number of scholarships to twenty-five.

In 1836 construction was started on a building situated between North College and South College. Its earliest name was Recitation Hall, but soon after the close of the presidency of James T. Champlin, in 1873, it was renamed, in his honor, Champlin Hall. It was originally 65 by 40 feet and two floors high, surmounted by a square tower, on top of which was a smaller tower containing the college bell.<sup>3</sup> In later years a third floor was added to the building and it was otherwise remodeled. Professor Hall is authority for the often questioned statement that the architect was Thomas U. Walter, who later designed the extension to the national capitol in Washington.<sup>4</sup> The entire structure was erected at a cost of eight thousand dollars.

The entire first floor was taken up by a large chapel, and above it were the library, a room with the philosophical apparatus, and two recitation rooms. Because the main floor was elevated several feet above the ground level, it was possible to secure a basement with considerable window surface above ground. The four recitation rooms in that basement were, however, damp, dreary and unattractive—the cause of many complaints until the general remodeling after the Civil War.

The connection between President Babcock's scholarship plan and the erection of Recitation Hall was made clear in President Champlin's semi-centennial address in 1870, when he said: "The central building, between North and South Colleges, was begun during the summer of 1836 and was completed in 1837, for the sum of eight thousand dollars, Dr. Babcock having secured about that amount in scholarship subscriptions."<sup>5</sup>

When President Babcock arrived on the scene, aid from the State of Maine had ceased, and it was not to be resumed until 1861. In eleven years following the formation of Maine as a separate state, the College had received a total of \$13,500, the last payment of which had been \$1,000 in 1832. It had begun with \$500 in 1821, followed by \$1,000 in each of the next three years, by \$1,500



in 1825, by \$2,000 in each of the subsequent three years, by \$1,000 in 1829 and \$1,500 in 1830.

The last thousand dollars of state money, granted in 1832, came hard. The request for three thousand dollars, was approved by the legislative committee. They pointed out that the budget for 1832-33 called for \$3,780, broken down as follows: President's salary, \$900; three professors at \$600 each, \$1,800; salary of one tutor, \$300; incidental expenses, \$300; interest on debt, \$480. For income the College could expect \$26.50 a year for tuition and room rent from 59 students, totaling \$1,563.50; interest on notes given for land and timber, \$360; making all expected income only \$1,923.50, leaving an expected deficit of \$1,856.50. When the bill reached the floor of the House, it was amended to provide \$1,000 for one year only.

Even the total of \$13,500 supplied by the state since 1820 had not been without costly restrictions. Since 1825, each grant had been accompanied by the provision that \$500 of each year's payment should be applied to the partial or total remission of tuition for indigent students holding residence in Maine.

The legislative committee found strong reason for granting the original request, even though the majority of the legislature decided otherwise. The committee reported:

We are satisfied as to the manner in which the concerns of Waterville College have been managed, that the money granted by the state, as well as that contributed by individuals, has been carefully applied and judiciously and economically expended. At Waterville College the expenses of a student are less than one-fourth of what they are at Harvard. It will be perceived from the annexed statement that Waterville College cannot continue to operate without aid from some source, and that the amount it has received from private donations much exceeds all that has been given by the State.<sup>6</sup>

In spite of Jeremiah Chaplin's devotion to the College and his ceaseless efforts to keep it financially solvent, he was accused by the more conservative Baptists of being the man who had killed the theological department. Rufus Babcock was determined to remedy that situation. He never suggested that the main business of the institution should be other than that of a college of liberal arts, but he did believe that, as an adjunct to such a college, a Baptist theological school could be advantageously operated. The promotion of theological training within the denomination was in the hands of the Maine Baptist Theological Association. When that body convened at Hallowell in 1836, it received the following communication from President Babcock:

Ever since the organization of the present faculty of the College, it has been the determination to form a theological class entirely distinct from the college exercises, and they have only been delayed until the present time for want of materials. Such a class is now formed, and during the whole of the last term has been progressing in theological studies. The class is limited in its course to a single year.<sup>7</sup>

The single year of theological studies, according to Babcock's announcement, consisted of eight parts. In the first term were Antiquities and Geography of the Bible; Ecclesiastical History; Bible in Original Languages and in the English Version; Composition and Elocution. The second term covered Principles of

Biblical Interpretation and Christian Theology. In the third term the students would write at least fifty exercises on doctrines and duties, would compose and deliver sermons, and pursue a study of pastoral and pulpit duties. The announcement stated, "No charge is made for tuition in the theological class."

Of course there was no money to provide a separate theological faculty. Babcock simply arranged that two of the professors should join him in giving theological instruction, as an added load to their college classes and without additional compensation. It was a sincere, even sacrificial attempt to allay the qualms and answer the complaints of dissident Baptists, but it did not succeed. The annual catalogues which the College published during the Babcock presidency do not even mention the theological class, nor do the names of any such students appear in the lists of enrolled students who did not receive degrees. The attempt seems to have been carried on for only one year, with about half a dozen students, who remained anonymous. Perhaps it would have been more successful if Babcock himself had not resigned in 1836.

Working day and night to put the struggling college on its feet, Rufus Babcock so taxed his strength that his health failed. Not only had he raised \$20,000, revived theological instruction and taken on a heavy load of personal teaching, but he had also assumed almost alone the burden of the college finances. Major financial responsibility of the institution has been the fate of most Colby presidents. It had certainly been true of Chaplin; yet even he had the assistance of fund-raising agents appointed by the Trustees. When Babcock became president, the treasury was so low that the Trustees dared not risk the continuation of a financial agent out in the field, but left the whole fund-raising job to the new president.

As a consequence of these manifold duties, Babcock became increasingly afflicted with pulmonary trouble, so that his physician, suspecting the approach of tuberculosis, insisted that he must seek a different climate. At the annual meeting of the Board on August 1, 1836, he presented his resignation.

Not the least of President Babcock's contributions had been his relaxation of stern, often cold relationships between faculty and students. In the first quarter of the nineteenth century some of the customs started at Harvard nearly two hundred years earlier had been abandoned. Students were no longer required to use only Latin in conversation on the campus. But other ancient customs of college life had survived. At Dartmouth and Williams, at Brown and Amherst, even at Bowdoin and Waterville, a student was expected to stand with uncovered head when he talked with any professor, even out-of-doors on the coldest winter day. The student must keep his hat off until the professor was out of sight. Such practices seemed nonsense to Dr. Babcock. Even in the classroom he encouraged an informality which his colleagues were reluctant to accept, and after his departure the old classroom decorum was so strongly resumed that it persisted until well after the Civil War.

It should not be assumed that, while some customs were relaxed, discipline was non-existent. There were plenty of regulations calling for exemplary conduct, and the faculty insisted upon their rigid enforcement. Every student was required to attend chapel twice a day, before breakfast in the morning, and at early candle light in the evening. All disturbance in the buildings or on the campus was strictly prohibited, and no student was allowed to be absent from his room or use any musical instrument during study hours. Not only must the student attend chapel service twelve times a week, twice every day from Monday through Saturday; he must also "behave with gravity and reverence dur-



ing the whole service, and while going to and returning from the same." On Sunday and on every Fast Day the student must attend public worship of the church of his choice. A student could not escape this requirement by registering his choice for a denomination that held no service in Waterville or the immediate vicinity. He must attend some church where the faculty regularly posted proctors. In the 1830's the choices were limited to the Baptist and Universalist Churches in Waterville, the Congregational Church in Winslow, and the occasional services held by other denominations in the public meetinghouse on the Waterville town common.

A serious offense was for a student to keep a cat or a dog "for his private use or pleasure," and if he were caught in the possession of gunpowder, he was almost certain to be expelled. It is interesting to note that the rule against the use of tobacco was more severe than the liquor regulations. "No student shall, at any time, smoke a pipe or cigar in any rooms of the College, or in or near any of the out-buildings; nor shall he keep any ardent spirits, wines or intoxicating liquors, except when prescribed by his attending physician for medicine or permitted by the faculty." Under what conditions the faculty permitted the use of wine or spirits, the old records sayeth not. But quite as repugnant to the authorities as indulgence in liquor or tobacco was playing "at dice, cards, billiards, backgammon, or any such game."

The old doctrine that a man's house is his castle never applied to student dormitories. The faculty saw to it that no such false notion took hold at Waterville College. They decreed: "Any member of the faculty shall have power at all times to order students to go to their own rooms, and every student must obey such order without delay; and any faculty member must be admitted into a student's room promptly when he requests such admission." Students were also forbidden to enter the rooms of other students without the latter's permission.

Young men in college in the 1830's had to be careful how they let off surplus energy. "No student shall make any bonfire, play off fireworks, nor go shooting or fishing, without permission of the President." If a student left town without permission, he was severely punished. Even in the college town, there were certain things the student could not do with impunity. Conscious of those town and gown relations that have always troubled college communities, the faculty decreed: "Every student shall maintain a sacred respect for the property of persons living adjacent to the College. He shall not enter upon their ground, nor do any injury to their possessions, under pain of severe punishment, independently of subjecting himself to the penalty of the laws of the country." There was another regulation designed to assure proper student behavior in the village. "No student shall eat or drink in any tavern in Waterville, except in company with his parent or guardian; nor shall he attend any theatrical performance or idle show in Waterville, nor be guilty of disorderly behavior or disturbance of any citizen."

College students have long been adept at "snitching" food. As long ago as 1830, Waterville College published a rule that "no student shall enter any apartment appropriated to the Steward, without his permission, under any pretext whatever; and any attempt to do shall be deemed an offense worthy of reprehension."

Punishments understandably varied with the gravity of the offense. Unless, because of immediate and humble penitence, an offender was pardoned outright, the lightest penalty was a public reprimand, made in chapel before his assembled fellow students. The offender had to stand at the front of the room, before the

pulpit, while the President delivered the reprimand. For absences from class or chapel, for violation of study hours, and for numerous other misdeeds, the penalty was a fine. Unexcused absence from any college exercise cost the student ten cents; absence from town cost him twenty-five cents a day. For more severe misconduct the punishment was suspension from college, ranging from a period of two weeks to a whole term's "rustication" in the home of some Baptist minister. The popular belief that expulsion was common in all colleges in the old days, even for offenses now regarded as not very serious, is not substantiated by the records, at least not by those of Waterville College. The faculty showed great patience before finally resorting to expulsion. Even when final severance was at first intended, the offender was often readmitted by a relenting vote. It is important to note, however, that no single college officer, not even the President, imposed or rescinded any of the penalties. Every case was decided by faculty vote. Those votes, however, were not of equal value. On every matter decided by the faculty, disciplinary or otherwise, the President was entitled to three votes, each professor to two votes, and each tutor to one.

The faculty records are replete with interesting cases of discipline. One such item reads: "Having convicted J. and C. of taking up a goose in the road between this town and Augusta, bringing it into the College and afterwards treating it with cruelty, it was voted that J., principal in the action, should be rusticated till next Commencement, and that C. should be suspended till the beginning of the next term. Voted also that J. and C. pay fifty cents each as a restitution to the owner of the goose."

Sometimes indeed a case did reach the point of expulsion. When that occurred, there was drawn up an indictment much like that presented to a grand jury in a criminal case. When one J. G. was expelled, in 1830, he was found guilty of eight separate offenses: "Uniting with another student in breaking down a classmate's door; removing a garret door of the south division of South College; making threats against members of the faculty; falsely representing to an officer that members of his class wished to have their lessons shortened; falsely representing that the class wished to be excused from recitation in order to make a walk between South and North Colleges; arranging letters in his black-board diagrams so as to form obscene words; throwing a ball at an officer of the College with the acknowledged intent of hitting him; endeavoring to create amusement in the recitation room by distortion of his countenance, thereby interrupting the lesson; finally, for speaking a piece full of indecent and offensive language."

In 1831 the faculty voted, in lieu of outright expulsion, that the parents of L. and P. be requested to remove their sons from college. Mr. P. complied, but Deacon L. protested, whereupon it was voted that L. be required to spend six months with the Reverend Henry Nourse at Surry.

As has almost always been the case in well-conducted colleges, theft was an offense punished by immediate expulsion. In 1832, "C., having been convicted of stealing five dollars from the trunk of T., which crime he has himself acknowledged, it was voted that his connection with the College be dissolved and that he be required to leave town by nine o'clock on Friday morning next." Evidently the convicted student protested, for three days later the faculty assembled in special session on his case, and their secretary spread the following minute on the records: "C., having abused the kindness of the government in not announcing publicly his disgrace, by representing to his fellow students that his connection with the College was dissolved at his own request, which was made



on account of his dissatisfaction with the government of the College, it was voted that the students be informed in chapel that said C.'s connection with the College was dissolved, not at his request, but as punishment for a crime, and that he was suffered to depart privately, when his offense would have justified a much sterner course, and that such lenient action was taken out of consideration to his tender age and in hope of a speedy and thorough reformation."

The Commencement of 1835 was noteworthy because of two visitors from England. Rev. Francis Cox of London and Rev. James Hoby of Birmingham had come from the English Baptists to visit their brethren in the United States. One of their tasks was to make the rounds of the Baptist colleges. They arrived in Waterville just in time to participate in the commencement exercises and receive honorary degrees from the hands of President Babcock. Whether the valedictorian and the salutatorian of the Class of 1835 were disappointed or elated because of this visit may be in doubt, for a week before Commencement the faculty voted, "Having heard since Thursday that the English delegates, who had been invited but scarcely expected to be with us at Commencement and take part in the public exercises of that day, will both accept the invitation, the faculty have decided to excuse the salutatory and valedictory addresses from performance on that occasion."

Dr. Cox expressed his approval of what Americans were doing in the wilderness of Maine. He said, "They have not waited for a long revolution of time, the clearance of the country and the progress of refinement, before attempting a literary establishment, but have, with the zeal of Americans and the discernment of legislators, patriots and philosophers, commenced at once the refining process, the oral melioration of their noble state, in the provision of a storehouse of knowledge for their rising sons."<sup>8</sup>

Although Rufus Babcock had heroically saved the College from collapse in the three short years of his presidency, the worst was still to come. And that worst had to be faced by the young man whom the Trustees elected as their third president, on August 2, 1836, Robert Everett Pattison.

## CHAPTER X

### *A Professor To The Rescue*

**I**N selecting Babcock's successor, the Trustees turned for the first time to a graduate of Amherst College, an action which they were to repeat with brilliant success more than a hundred years later when they chose Julius Seelye Bixler to head the new college on Mayflower Hill. In 1836 the Amherst man of their choice was Robert Everett Pattison, who like both of his predecessors was a Baptist minister. He was not unknown in Waterville, because in 1828 he had served under Chaplin as a tutor at the college. At the time of his election as president, however, he was pastor of Roger Williams' historic church, the First Baptist Church of Providence, Rhode Island.

In spite of President Babcock's success in raising \$20,000, most of that money had been spent to erect Recitation Hall, to reduce the current debt and to meet, at least partially, the expected deficit set up in each annual budget during Babcock's administration. New debts continued to pile upon old. It was all quite a "frog in the well" business. As fast as one dollar of debt was paid, two newly owed dollars appeared on the books. Budget estimates went badly astray. For the year 1833-34, the first of Babcock's presidency, estimated income included \$500 from subscriptions, \$1540 from term bills, and \$1000 from sale of lands. The actual returns were only \$96 on subscriptions, \$382 from term bills and not a penny from land sales. At the end of the year, faculty salaries were in arrears by \$1950, and debts incurred during the year added nearly \$10,000 to the total indebtedness.

One item of debt, when the books were closed in 1834, was \$1285 in "outstanding orders." That phrase needs explanation. No longer ago than when the present writer was a boy, in the early part of the present century, "town orders" were very much in circulation. The smaller Maine towns, instead of borrowing money in anticipation of taxes, would issue orders for all payments, even for salaries of the school teachers. Those orders would be redeemed by the town treasurer whenever he happened to have received enough tax money to pay them. Meanwhile they were accepted by merchants and others, but seldom at par. The discount was sometimes as much as ten per cent, if tax collections happened to be especially slow. Under those drastic conditions, a poor teacher receiving a town order for twenty dollars would let it go for eighteen dollars in cash, while the merchant who took it at the discount never knew how long he must hold it before the treasurer would honor the paper.

A century earlier, when cash was even scarcer and bank checks were almost unknown, other corporations besides the organized towns used this method of "orders." The item so designated in the report of the Waterville College treasurer



for 1834 means that for goods or services the Prudential Committee had issued orders for \$1285. Probably few of those orders were still in the original hands. Some were held by merchants, others by speculating individuals, a few by the Waterville Bank. But they all represented a debt which the college corporation expected eventually to pay.

When presenting his report in 1834, Treasurer Cook made it clear that he had had quite enough of the job and insisted upon the Board's acceptance of his resignation. They thereupon elected a local man, James Stackpole, Jr., son of Waterville's pioneer merchant, who had recorded in his diary how several citizens turned out in 1819 to help Dr. Chaplin put up his house. The younger Stackpole continued in the post of college treasurer for seventeen years.

Cook, the outgoing treasurer, felt called upon to explain the unusual deficit of the year just ended. He pointed to two circumstances: the purchase of the house and lot of the departing professor, Avery Briggs, for \$715, and an advance of \$600 to that perennial white elephant, the Mechanics Shop. Nor was Cook at all optimistic about the future. He said, "It is apparent that the debts of the College must continue to increase and that its income during the ensuing year will fall considerably short, even of the salaries of the officers. Aid from the state to any considerable extent is rather to be hoped for than expected. Experience admonishes us that it cannot be relied upon."

A year later, in the summer of 1835, the amount owed to the faculty had risen to \$2500, and the total debts, in spite of money collected by President Babcock, exceeded \$14,000. Treasurer Stackpole had now been through a year of trying experience in his difficult job, and in his report he pointed out that the college was only a short jump ahead of the sheriff. He said, "The immediate payment of all debts except those covered by long term notes, is pressed by our creditors, and in some instances suits have been commenced. The greater part of the amount collected on term bills for the past year has been absorbed in paying demands which the students had for services in the workshop, the steward's house, and incidental work on the college premises."

The very year when Babcock resigned, 1836, the Treasurer revealed in his report some of the reasons why the financial situation was so bad. One source of trouble was the persistent failure to collect student bills. The Treasurer said that at least \$2500 was due on those term bills, but he could only estimate the amount, because the records handed over to him by his predecessor did not show how much was due from earlier years. The superintendent of the workshop had done well to sell articles valued at more than \$2000, but he had not done so well in letting the goods go on credit, with the result that four-fifths of the total sales, \$1685, was still due. A third difficulty concerned the use of agents. The Treasurer said, "Much of the business of the college having been done through agents at a distance, whose reports have not been received, accuracy is impossible in many of these statements. If all the information were at hand, the result might vary one way or the other, by as much as a thousand dollars."

So disturbing was the situation into which President Pattison came, in 1836, that it would have taken the heroic measures of another Babcock to keep the head of that "frog in the well" above water. Instead, the state of the exchequer grew steadily worse. As Whittemore puts it, "Something more was necessary to the success of the College than strong leadership, brilliant teaching, and an enthusiastic student body. . . President Pattison saw clearly that the College could not go on unless radical measures should procure relief. Pattison and some of the professors therefore resigned. It seemed inevitable that instruction would

cease and the student body be scattered.”<sup>1</sup> At their annual meeting in August 1839, the Trustees accepted Pattison’s resignation.

It is well to note what was happening to the college enrollment during those years. Under Chaplin, the largest number in the college proper, as distinct from the theological course, had been 81 in the very last year of his administration, 1832-33. Under Babcock, a boom started. The fall of 1833 saw entrance of the largest freshman class up to that time, numbering 34 men. Freshmen and sophomores, in fact, accounted for two-thirds of all the students, for there were only seventeen seniors and fourteen juniors. The whole enrollment was 94.

In 1836, enrollment was increased by the introduction of a “partial course.” That was the designation of those students whom later generations were to call “specials”—students who wanted to study one or more subjects for a single year without any intention of working for a degree. Without those “partials,” there were 96 regular students, very evenly divided among the four classes. Sixteen men in “partial course” brought the total to 112. But there was one danger signal. Instead of 34 freshmen, as in the previous year, the new men numbered only 25.

By the summer of 1837, heavy attrition had taken severe toll. Of the 23 juniors in the previous year only thirteen showed up as seniors. “Partial” students had dropped from sixteen to four. In spite of slight increases among freshmen and sophomores, the total enrollment had decreased by 18 per cent to 91 students. When, at the end of the college year of 1838-39, the total fell to 75, President Pattison saw the situation as hopeless. In that year there were only nineteen seniors, sixteen juniors, sixteen sophomores, twenty-two freshmen, and two “partials.”

To make matters worse, all hope of continuing President Babcock’s theological school had been frustrated by the founding of a new Baptist theological seminary at Thomaston, Maine. Adding insult to injury, the promoters of the new school had persuaded Calvin Newton to leave his post as Professor of Rhetoric and the Hebrew Language at Waterville College and go to Thomaston as Professor of Hebrew and Theology. Most ironical of all was the abortive nature of the Thomaston enterprise. It lasted only three years, never enjoying adequate financial support. The Baptist historian, Burrage, wrote, “It had but one large-hearted friend, and he lost hope.”<sup>2</sup> Whittemore, who at the time when he wrote the first Colby history was an executive secretary of the Maine Baptists, knew his denomination only too well. He wrote, “The Baptist problem was not to multiply ministers partially trained and with a smattering of theology. It was to secure men, thoroughly prepared for the intellectual, religious and social leadership in their communities—men who should be qualified to treat the vital questions that arose in a vital way, and in this work Waterville College was quietly performing a leading part. It was furnishing more and better ministers than any distinctly theological school, either at Waterville or at Thomaston could have done.”<sup>3</sup>

Into that crisis of mounting debt, decreasing enrollment and dubious support there came to the rescue, not a new president, not a leading trustee, but a humble member of the college faculty. He was George Washington Keely, Professor of Mathematics and Natural Philosophy, who persuaded his two remaining colleagues to stay with him on the sinking ship, rather than abandon the wreck, as had President Pattison and Professor Newton. One of those men was probably not difficult to persuade, because Samuel Francis Smith, already famous as the author of “America,” was principally pastor of the Waterville Baptist



Church and only secondarily a part-time professor of Modern Languages at Waterville College. But young Justin Loomis, the professor of Chemistry and Natural Philosophy was taking a big risk in electing to stay on with Keely. If he were going to get a more secure teaching post, now was the time to seek it. But the heroic decision was made by George Keely himself. He had been offered a position in another college at nearly double his Waterville salary. He knew intimately the sad state of the college finances and personally felt the sting, because the college owed him more than a year's salary.

A hundred years later Franklin W. Johnson, the "Father of Mayflower Hill," was to call the moving of the College a "venture of faith." It was indeed such a venture, but not the first in the history of the College. When George Washington Keely, in 1839, persuaded the Trustees not to close the college doors, and when he assumed almost single-handed the responsibility for keeping the sheriff off the threshold, he too was embarking upon a tremendous venture of faith.

Keely's bold plan was to raise, right in Waterville, enough money to keep the College going until a wider financial campaign could bring permanent results. Officially the Trustees took no action at all until a year after Pattison's resignation, and then their action was merely to ask Professor Keely to preside at the 1840 commencement. It is to their credit that they did not close the College. Tacitly at least, they let Keely go ahead with his seemingly fantastic plan. This does not mean that individual trustees were inactive, although as a corporate body they had little hope of survival. Since the day when he and Nathaniel Gilman had taken personal responsibility for payment of the local subscriptions to bring the college to Waterville, Timothy Boutelle had been a constant and faithful contributor and a hard worker on the Prudential Committee. In the 1839 emergency Boutelle again showed his devotion to the College by at once pledging a thousand dollars toward Keely's goal of a fund of \$10,000 from Waterville subscribers. Nathaniel Gilman, though now spending more time in New York, still held residence in Waterville. His subscription again matched Boutelle's. James Stackpole, Jr., the college treasurer, helped in the solicitation. But, since Keely's plan was a local matter, the other trustees stood aside, waiting to see what would happen. Nevertheless they were ready to help when the proper time should come—those prominent citizens like William King and Nathan Weston, Japheth Washburn and Adam Wilson, Eleazer Coburn and Governor Edward Kent.

Ten thousand dollars was a lot of money to raise in Waterville in 1839, when the population of the town was only 2900. That meant an average of four and a half dollars for every man, woman and child in the community. To the amazement of everyone, perhaps even of himself, this mathematician and natural philosopher, this man of books and the ivory tower, succeeded. The ten thousand dollars fund was raised, but as was so often to be the case with later subscriptions, there was a string attached. The people of Waterville pledged twenty thousand dollars on condition that the College raise a total of fifty thousand. We may be sure that the provision was all a part of Keely's plan. He was wise enough to see that, while a locally raised fund could be made a stimulus for a wider campaign, making that fund depend upon the success of a broader effort might better assure the success of both; and only by a general campaign could the College secure any permanent endowment.

When the Trustees convened in annual session on August 11, 1840, they did not elect a new president, and a minute in the old records tells us why. "Resolved, that it is not expedient to elect a President of the College at this

meeting, because until the college is relieved from the pecuniary embarrassments and its finances are in the prosperous condition which we think they will attain in a few months, we cannot offer those conclusive and satisfactory assurances of permanent support which we desire to present to candidates suitably qualified for the responsible position. We consider it important to place the officers of the College on a ground of reasonable certainty in respect to prompt payment of their balances and continuance of the existence of the College."

That last sentence showed that the Trustees were a bit ashamed because so much back salary was owed to Keely and Loomis and Smith, as well as a substantial amount to the departed Pattison. What the record does not state is the astounding devotion and sacrifice of those three professors who remained at the College, for every one of them pledged half a year's salary to Keely's new fund.

Seven months earlier, at a special meeting held in January, 1840, the Trustees, confident that the energetic Professor meant business, approved a general financial campaign, by the following vote: "Whereas the circumstances of Waterville College are such that pecuniary aid is imperatively demanded, and whereas the citizens of Waterville have with great liberality subscribed more than \$10,000 on condition that \$50,000 be secured by December 31, 1840, it is therefore voted that the Prudential Committee be requested to take measures to raise the sum of \$50,000 by the time aforesaid and that an agent be employed for that purpose."

At their August meeting the Board made definite plans for the use of the eagerly sought fifty thousand dollars. First, the debts were to be paid, including back salaries due to the faculty. A substantial sum must go to increase the library and the philosophical apparatus. Regrettably the Board did not vote to set aside, as an income-producing fund, any specified portion of the money, but simply voted that the Prudential Committee should loan on mortgage of real estate "such portion of the fund as may from time to time be in the treasury."

Stephen Stark was appointed fund agent, and at the annual meeting in 1841 he was able to report substantial success. He and his associate agent, Charles Drinkwater, had collected a total of \$36,672. Stark had sought subscriptions in thirty Maine towns from Berwick to Ellsworth, while Drinkwater had thoroughly combed the area of Central Maine. Stark concluded his report with a cautious statement: "From what has been done you will be able to judge the prospect of success. I have been almost afraid to say that the prospect is encouraging lest it should diminish the zeal of some who would think the crisis is over. But it is plain that enlightened friends will see that the work is not done until it is truly finished."

To secure the remaining \$14,000, the professors themselves took to the field during the long winter vacation of 1842. Their strenuous efforts were finally successful. Subscriptions totaling more than \$52,000 were at last secured. From the financial records it is difficult to tell how much of the subscribed amount was finally paid, because during the years of payment new donations were mingled indiscriminately with the subscription receipts. We may be sure, however, that the money received was substantial, for the campaign did save the college from any similar crisis until the trying days of the Civil War.

The success was all the more remarkable in light of conditions of the times. The whole country was in the depth of depression. The closing of the Bank of the United States by the Jackson administration, the scarcity of coined money, the sharp depreciation of paper currency, the low price of farm products when



the farmer could sell them at all, made the period from 1839 to 1842 a very poor time to raise money for any philanthropic project. Besides the national depression, another blow had struck the economy of Maine—the extra taxation necessary to send the state militia to the northeast boundary in the fiasco known as the Aroostook War. That war, called derisively “Governor Fairfield’s Farce,” came in the very year of President Pattison’s resignation.

The achievement of Professor Keely in saving Waterville College from an ignominious end was indeed remarkable. It is time for us now to take a closer look at the man himself. George Washington Keely had come to the college as Professor of Mathematics and Natural Philosophy, and he was the only member of the faculty who retained his title unchanged for more than a quarter of a century. At Waterville, as in most other colleges of the period, it seems to have been almost a game to change professorial titles every few years.

Born in England in 1803, Keely had come to the United States in 1818 and had graduated valedictorian of his class at Brown in 1824. His father, though an Englishman, was a great admirer of the American Revolutionary general, for whom he named his son George Washington Keely.

Professor Keely at once became popular with the students, and when the Fourth of July crisis arose in 1833, he sought to mediate the difficulty between President Chaplin and the student body, especially the aggrieved members of the United Brethren. He stood loyally by the President right up to the day of the latter’s resignation. Both he and Professor Newton signed the faculty’s unanimous statement supporting the President’s explanatory address in chapel, following the students’ protests at his earlier remarks. Keely felt strongly, however, that Chaplin should make some apology for the epithets he had used on the earlier occasion and especially his vitriolic comments about those pious young men who made up the society of the United Brethren. Keely therefore refused to present his own resignation along with President Chaplin’s and those of the President’s son and son-in-law, and he persuaded Professor Newton to remain at the College with him.

So thoroughly was Keely in command of the situation that the Trustees had appointed him to preside and confer diplomas at the commencement exercises in 1833, when Chaplin refused even to march in the procession. There is evidence that he could have received unanimous election as Chaplin’s successor, but he would not accept the position. He preferred to be simply a teacher and a loyal supporter of whatever man the Trustees should select to preside over the College.

Although primarily a mathematician, George Keely was interested in all phases of the broad subject then known as natural philosophy, which included what later became the distinctive science of physics. In a letter written in 1861 to a relative who had just been appointed to the University of New Brunswick,<sup>4</sup> Keely mentions the common interest in flowers he had enjoyed with the correspondent’s father. He tells of a visit he had just been paid by the Scotch geologist, Alexander Richardson, who had heard of Keely through the eminent paleontologist, Sir William Logan. Richardson asked Keely to help him collect fossils in the metamorphic rocks of Central Maine. Keely wrote, “If you go into practical geology, I could make you known to Sir William, though I suppose your friends in Cambridge would have more influence than I.” His interest in another science was shown by his inquiry in the same letter, “If it is not too much trouble, I should be glad to learn of you or some of your chemical friends, what publication contains Liebig’s method of electric plating as applied to glass. Suppose,

# Know all Men by these Presents, That I

ROBERT HALLOWELL GARDINER, of Gardiner, in the County of Kennebec, Esquire, in Consideration of

Seventeen hundred & Ninety Seven Dollars, *fifty* Cents, paid by the President & Corporation of the Maine Library & Theological Institution

the Receipt whereof I do hereby acknowledge, do hereby give, grant, sell and convey unto the said President & Corporation their Successors & assigns a certain tract of Land, situate in

Waterville in said County being Lot No. *One* & Bounded

Easterly by Kennebec River. Westerly by Ten Miles & a half Stream. Northerly by Lot No. Eleven. & Southerly by Lot No. Nine Containing about one hundred & seventy nine Acres & Three fourths of an Acre — excepting any Roads through the same — being part of *fifteen* mile Lot B. One

as delineated upon the Plan of division made for the heirs of Benjamin Hallows Esq. by Solomon Adams & Lemuel Pelham Esqs & dated reference thereto being had for a more particular description.

To Have and to Hold the afore-granted Premises to the said President & Corporation their Successors ~~Heirs~~ and Assigns, to them se and Behoof forever.

AND I do covenant with the said President & Corporation their Successors & ~~Heirs~~ and Assigns, That the afore-granted Premises are free of all Incumbrances by me made; That I have good Right to sell and convey the same to the said President & Corporation

AND that I will warrant and defend the same Premises to the said President & Corporation their Successors ~~Heirs~~ and Assigns, forever, against the lawful Claims and Demands of all Persons. Excepting however, from my said covenants of warranty, any claim, or title, commencing by disseisin, or by virtue of a possession and improvement, or from sales for non-payment of taxes.

IN WITNESS WHEREOF, I the said ROBERT HALLOWELL GARDINER, and I EMMA JANE, wife of the said ROBERT, in token of my relinquishment of my right of Dower in the Premises, have hereunto set our Hands and Seals, this *Twentieth* Month Day of *July* in the Year of our Lord One thousand eight hundred and *nineteen*

Signed, Sealed and delivered, in presence of us,

*David A. Gray*  
*James H. Patterson*

*R. H. Gardiner*

*Emma J. Gardiner*

Kennebec, ss. *August 1<sup>st</sup>* 181 *9* Then the above-named ROBERT HALLOWELL GARDINER acknowledged the above Instrument to be his free Act and Deed—before me.

*Edward Swan* Justice of Peace.



The sloop *Hero*



Reputed portrait  
of Jeremiah Chaplin



Campus in 1830s





Paul Revere Bell

Missionary Tablet

## Colby Flag

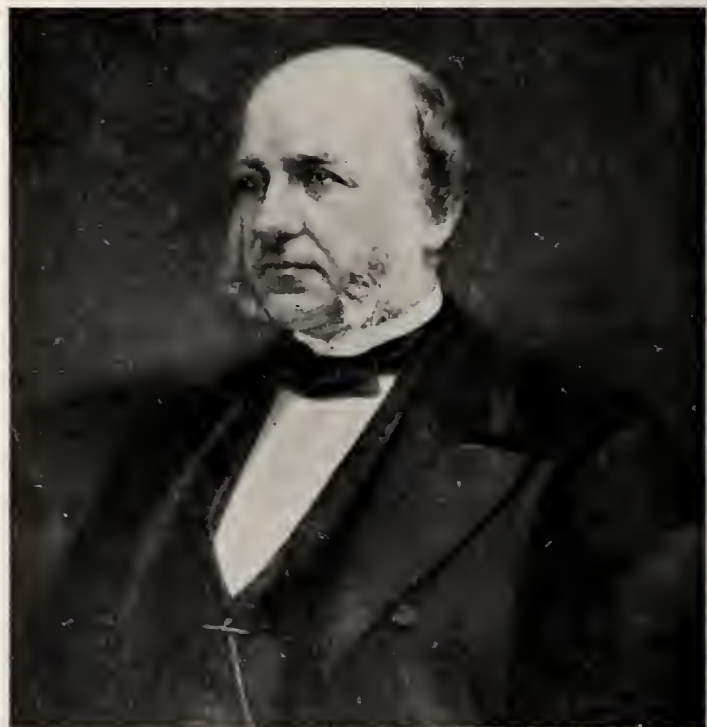






Abner Coburn      George D. B. Pepper

James T. Champlin      Gardner Colby





Albion W. Small



John B. Foster

Charles Hamlin



Samuel Osborne







Leslie C. Cornish

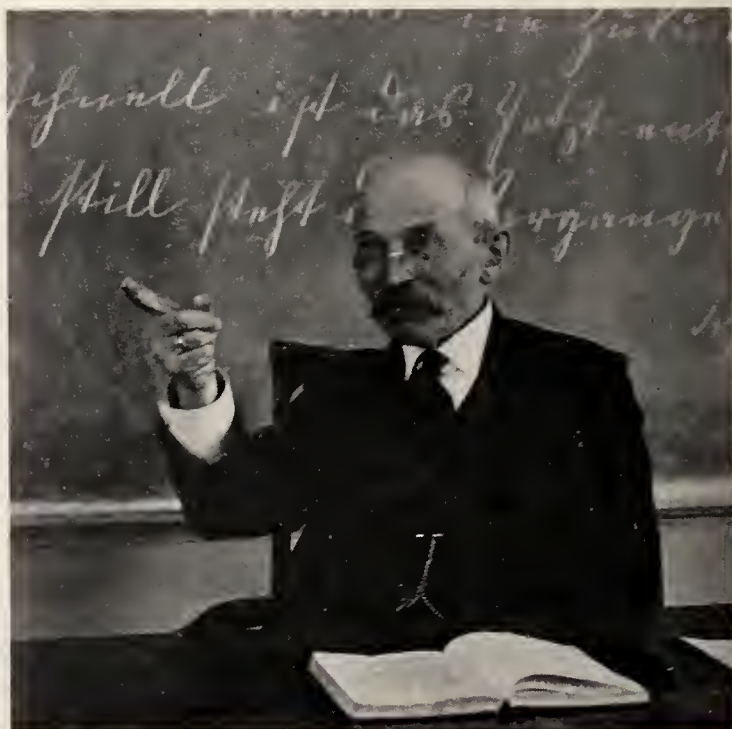


Arthur J. Roberts

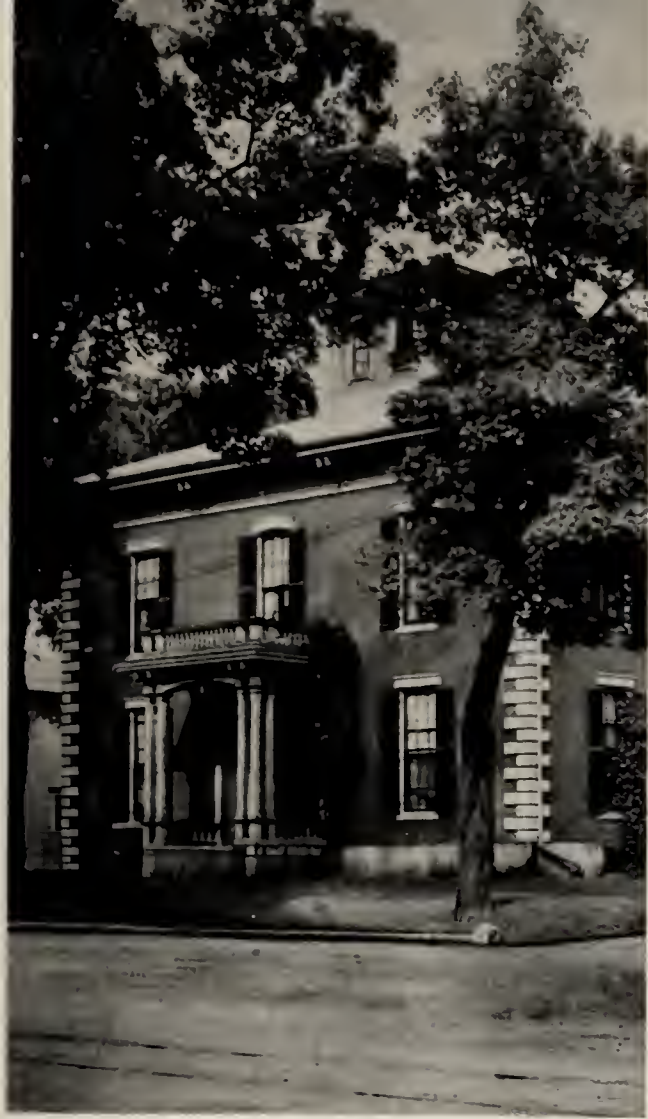
Julian D. Taylor



Anton Marquardt







President's house    Coburn Hall

Memorial Hall    Class of 1902 Gate

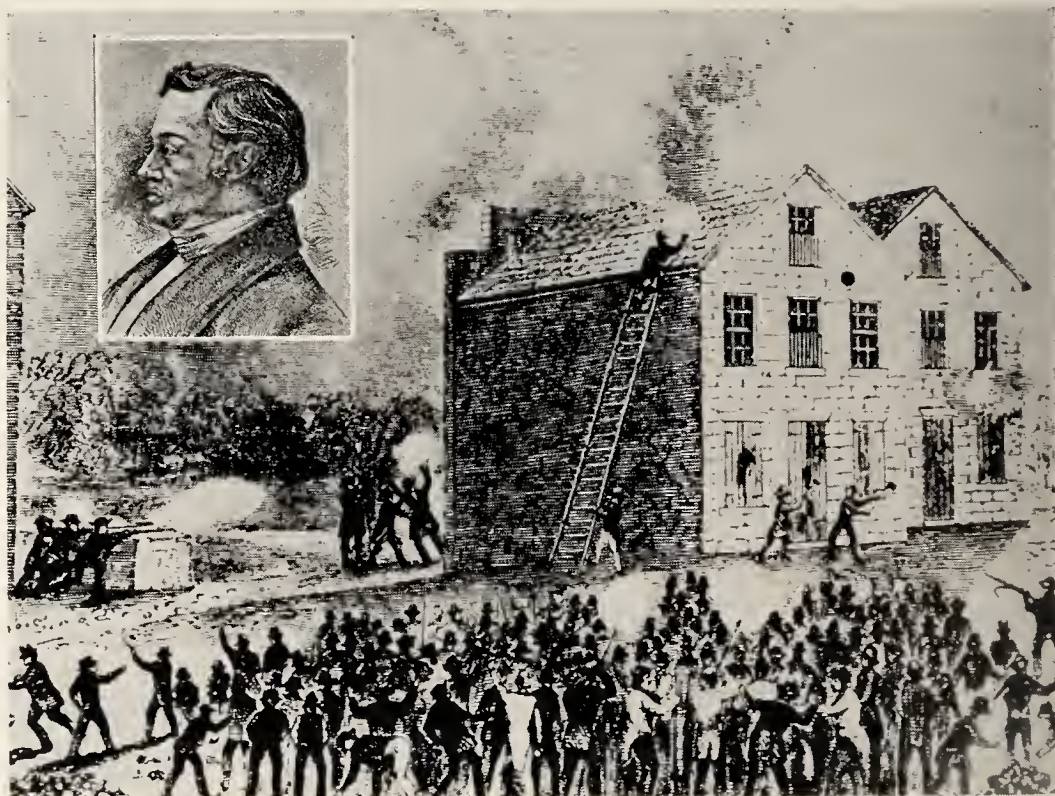






Plaque on Lovejoy Building

Alton riot and (inset)  
 portrait of Lovejoy



Hearthstone from the Lovejoy  
 birthplace at Albion, Maine



for instance, I wish to coat a piece of plain glass with silver. Perhaps you could give me his process."

At their meeting in January, 1840, the Trustees named Keely as a member of the three-man Prudential Committee. The following August he was invited to attend the annual meeting of the Board. Still he was not named Acting President; he was simply asked to preside at commencement. But at the following meeting a vote was passed that "Professor Keely be requested to perform the duties of President of the College until a President be elected." That vote made him virtually Acting President.

It was Professor Keely who took the lead in seeking a new president, just as he led in raising funds. This is shown, for instance, by a minute in the records for August 10, 1841: "Voted that Professor Keely be requested to give information to the Board concerning the correspondence which had been had by him with reference to a candidate for the presidency of the College."

In the previous winter, Keely had gone to Boston to interview prospective candidates for the presidency and for the vacant professorship of languages. While there he received a letter which taxed both his judgment and his incomparable tact. The letter came from Edwin Noyes, who had already served as tutor at Waterville College from 1837 to 1839. After expressing the hope that Keely was progressing well in his search for a president, Noyes continued: "As to the professor of languages, I am sorry you had not a further talk with Mr. Boutelle, as nothing but my relation with him prevents my accepting the office with great pleasure. Not wishing to frustrate any plans you may now have for filling the office, I am almost convinced I shall accept."

In short Noyes was saying, "Don't hurry about the professorship. Wait for me, and I'll probably take it." Why did that suggestion present any problem to Professor Keely? It was because he already had made overtures to another man, and with that rare insight with which he was gifted, Keely felt that James Tift Champlin was the person to fill the professorship of languages. Keely saw in Champlin a man who would bring strength and prestige to the faculty. But Noyes must be handled tactfully. In the situation was an involved family relationship. Noyes had married the daughter of Timothy Boutelle, and Boutelle's son, Dr. Nathaniel Boutelle, had married the daughter of George W. Keely. Many persons would be offended if Keely now snubbed Noyes. It is a tribute to his statesmanship that he persuaded Noyes to step aside, take an interest in the railroads that were just entering Maine, and caused Noyes himself to become an ardent supporter of Professor Champlin.

That Keely was regarded as an expert in mathematics is shown by a letter which he received as early as 1832 from Frederick Emerson of Boston. Emerson wrote:

I take the liberty to forward, with this letter, a copy of the North American Arithmetic. Having devoted an amount of labor to this work seldom bestowed upon an equal number of pages, I am desirous that its reputation should be determined by those on whom the public can rely. It is with this view that I request your examination, and if you have no objection to granting a short note expressive of your opinion of the books, you will confer a favor by directing the same either to the publishers or to the author by mail.

It was 1832 also that Keely received a letter from Amos Eaton, author of popular texts in the sciences. Eaton assured Keely that his *Geology* was already



in print, and that both his *Botany* and his *Chemistry* would be ready in March. Eaton boasted that no other book on chemistry described experiments embracing every known principle, yet all capable of being performed at an expense under fifty dollars for both apparatus and chemicals.

Keely had apparently asked Eaton about books that should be in the college library, for Eaton recommended Bigelow's *Florenda Bostonentis* and Darlington's *Westchester County Botany* as the best local floras in America. He said Nuttall's *Genera of North America* was a good book, but it criticized only questionable species. He said, "If you want one of the best general treatises in the world for twenty-four dollars, get the *London Encyclopedia of Plants*, an octavo volume of 1159 pages, published in 1829."

In geology Eaton recommended Cuvier's *Theory of the Earth*; in chemistry he called Silliman's the best work on the subject, but he regarded Beck's *Manual of Chemistry* as "a good reading book of the small kind." It was the Frenchman, Cuvier, the man whose writings were greatly to influence Darwin a quarter of a century later, that Eaton recommended in zoology. "By all means get Cuvier's *Animal Kingdom*," he advised Keely.

In the general field of natural philosophy<sup>5</sup> Eaton preferred Olmstead. Of Farrar's well-known book he wrote, "Farrar is good after the first volume, which is a bad botch." Finally he got in a plug for another book of his own. "You will like Eaton's *Philosophical Experiments*, made to accompany all reading books in Philosophy as the *Chemical Instructor* accompanies the books on chemistry. It will be ready also in March." Eaton told the Waterville professor that all the books he had listed, including the expensive *London Encyclopedia of Plants*, could be purchased for a total of seventy dollars.

When Professor Keely died in 1878, the Baptist journal *The Watchman* said of him: "He engaged early in original research, and his articles in English and American scientific journals gained for him high reputation among scientific men. In 1874 he was invited by the heads of the British Colonial Surveys to make a series of magnetic observations in New Brunswick and Nova Scotia, the results of which were published in England. The remarkable range of his scholarship always kept abreast of the progress of learning, yet he was one of the most modest of men, free from the least parade of erudition; a despiser of shams, he won respected ascendancy over the minds of successive college generations, who respected his learning and loved his human personality."<sup>6</sup>

Unbelievably broad were the interests and remarkably keen were the abilities of one of the most unusual men ever connected with the old college on the Kennebec. As one looks back over the years, one can only conclude that Colby College owes much to the Englishman with the Irish surname, whose Lancashire father sent him out into the world with the name of the American patriot, George Washington.

## CHAPTER XI

### *Years Of Struggle*

**G**EORGE KEELY'S accomplishments had indeed been heroic, but he could do no more than barely keep the College open. The next ten years, even before the Civil War brought a new crisis, were years of constant struggle. The College had no endowment of any consequence, grants from the state had ceased, a loosely administered plan of scholarship aid made it impossible to depend upon regular tuition fees, and no one could find a way to meet, even partially, the annual deficits. There are few harder financial tasks than soliciting money "to bury dead horses," and that is what Waterville College was constantly doing until the genius of James T. Champlin changed the situation in the 1860's. Throughout the fifth decade of the last century, members of the faculty became doorstep beggars in behalf of the College. Several of them spent every winter vacation in a constant effort to keep the wolf from the college door.

The Trustees had depended heavily on Professor Keely to guide them in their choice of a president; but in spite of their sending him to Boston to talk with candidates and their consideration of his report to the Board, when they met in annual session on August 10, 1841, it was the former president, Rufus Babcock, who pressed for his favorite candidate. Eliphaz Fay, principal of Duchess Academy at Poughkeepsie, New York, had been a classmate of Babcock's at Brown. Babcock was sure that Fay was just the man to continue the work of rebuilding which Keely and his faculty colleagues had so well started. The Board agreed, and Eliphaz Fay became the fourth president of Waterville College.

It was not a happy choice. Fay stayed in the presidency only two years. When he arrived, enrollment stood at 75. When he left, it had dropped to 60. Whittemore says only that Fay "was not the man for such an exigency."<sup>1</sup> Hall tells us, "There is, unhappily, some ground for believing that the faculty and President Fay did not work harmoniously."<sup>2</sup> On the other hand, Fay seems to have been popular with the students, who, on the occasion of his resignation in 1843, presented a petition urging his retention as their president. In light of what happened ten years later, when another president resigned, it is possible that the thorn in President Fay's flesh was none other than the same George Washington Keely who had kept the college open. Fay definitely was not Keely's choice. While the Trustees' record is cryptic, it is suggestive. "After statements by Professor Keely, Dr. Babcock made a communication respecting Eliphaz Fay, naming him as a candidate and presenting several letters of recommendation."

Whatever happened, it was to Fay's credit that he soon realized he was not the man for the task; and we can be sure that George Keely was too big a man



to let the slighting of his recommendations serve as an obstacle to the new president. Babcock, who ought to have known what the Waterville presidency called for, was the man most to blame for letting an undergraduate friendship sway his judgment.

What had been happening with respect to the fund of \$50,000 which the Trustees had voted to solicit, just before Pattison resigned in 1839, reveals how bad the financial situation had become when Fay also resigned four years later. The Prudential Committee reported that it should be obvious to all persons connected with the College that the term bill collections could not possibly meet the expenses of operation; that unless funds continued to be raised, the college would certainly have to close, as it had come so near doing in 1839.

A statement made in that 1843 report seems to us, more than a century later, peculiarly naive, but it must have expressed exactly what the college leaders believed to be the true situation. The report said, "It must have been the intention of all who subscribed that, in so far as the term bills fell short of producing a sum sufficient to meet the salaries and general expenses, the deficit should be supplied from the subscription fund." The report admitted that every cent that had been collected on the subscriptions up to the end of June, 1843, had been used to pay expenses. The way the committee put it was, "The College owes to the fund \$13,778."

So low was the college treasury that, unlike his two immediate predecessors, Fay was not reimbursed for the expense of his moving to Waterville. Fay pressed his claim for that expense, and after he had been in the presidency for more than a year, the Trustees passed the following vote:

Considering that intimations to that effect had been made to Mr. Fay, and with the understanding that the action of the Board in this case should not be made a precedent for adjusting similar business in future, it was voted to allow the account of President Fay's expenses occasioned by his removal from the interior of New York to this place, amounting to \$227.65.

It was in Fay's administration that long smoldering discontent about the assignment of student parts at commencement came to a head. The graduating classes were still small enough for every member of the class to have a speaking part in the exercises, and from the time of Boardman and Tripp in 1822 those parts had been assigned according to the student's rank in his recitations and examinations over his entire college course. The students first petitioned the faculty for a change, but getting no satisfaction they presented their plea directly to the Trustees. Their request was not for the abolition of assignment by rank, but a more modest proposal that "no student shall be alone distinguished for his part, but that the parts shall all belong either to the first, second or third grade, and the students thus be ranked as belonging to one of those grades in their class." The petition, signed by fifty of the seventy-six students then in college, was referred to a committee under the chairmanship of Judge Weston of Augusta. They declared it was a matter for the faculty, not the Trustees to decide. The committee did, however, express their informal approval of the students' request, for they proposed that it be referred to the faculty with recommendation of approval.

The faculty granted the petition by passing the following vote: "If the average standing of any student for the whole course is not below 8, he shall be

in the first grade, if it be below 8 but not below  $6\frac{1}{2}$ , he shall be in the second grade; if it be below  $6\frac{1}{2}$ , but not below 5, in the third grade; if below 5, but not below 3, in the fourth grade." The record does not tell us what happened to a student whose average was below 3. That was possible because, the marks from which the average was computed ranged from 0 to 10.

There were complications in the marking system that called for faculty attention. One was how to integrate into the average the marks for declamations and compositions. There was at that time no such course as English, and written compositions were not a part of any regularly studied subject, but were weekly demands upon certain classes. This is how the faculty solved the problem: "At the end of each term the average standing of each student in declamation and composition shall be added to the six recorded markings for the daily recitations, and one-seventh of the whole shall be his standing for the term." When that arrangement proved unsatisfactory, the faculty passed a vote that is as difficult for us to interpret a century later as is the "officialese" of a government document. They voted that "the average of all daily recitations be taken in the usual way, and also the average in declamation and composition. One-sixth of the second average shall be added to or subtracted from the first average, according as it is greater or less than the second. The result shall be the standing for the term."

Sometimes cases of individual standing were laid before the faculty. In December, 1842, they voted "to raise two markings of Mr. Smith by one unit." The favored student was Samuel K. Smith of the Class of 1845, who was later to serve the college for forty-two years as Professor of Rhetoric, and whose son and two grandsons would also be distinguished Colby graduates.

Occasionally the faculty admitted delinquency on its part. In May, 1843, they voted to excuse one Jones from examination in trigonometry because the faculty had for a full term neglected to call upon him for it.

At this time a question arose concerning faculty tenure. Was a professor's election meant to be annual, permanent on good behavior, or at the pleasure of the Board? Hitherto the Trustees had established no policy concerning the appointment of president or professor. Their only rule was that tutors were subject to annual appointment. After the subject had been investigated by a committee under the eminent attorney, George Evans of Portland, the Board laid down the following policy:

Any person hereafter elected President of the College or professor in any department of instruction shall hold his office during the pleasure of the Trustees, subject to be removed by a vote of a majority of the members present at any regular meeting, a quorum being present; such notice to be given to the officer to be removed, and such proceedings held thereon, as the Trustees shall deem just and proper. In every case of such removal, the duties of the office shall forthwith cease, but the removed officer shall be allowed and entitled to receive his salary for the period of three months beyond the time of his removal. Any person elected president or professor may resign his office at any time by giving notice three months prior to the time when the resignation is to take effect.

Although President Pattison had at one time received a salary of \$1200, the Trustees guarded against any such inflationary salary for President Fay. They paid him only \$1000, and at the same time fixed salaries for all other



faculty members. Professor Keely, awarded an extra \$200 for unusual services, received thereby a total equal to the President's. Keely's loyal colleague, Justin Loomis, got \$800. For his part-time teaching, the Baptist pastor, Samuel F. Smith, received \$275. As tutor in Greek, Edwin Noyes was paid \$480, while Calvin Park, another tutor, was made a professor at \$600.

In Fay's administration, for the first time, some severity was shown toward students delinquent on their college bills. "Voted, that those young gentlemen of the graduating class who shall discharge all their college bills and produce a Treasurer's receipt therefor shall be entitled to their degrees, and no degree shall be conferred unless this requirement is complied with." The Board further decreed that any student who owed money to the steward of the college commons for meals should not receive his degree.

Withholding the diploma was a potent weapon to insure payment from seniors, but what could be done about underclassmen who owed college bills? The Treasurer was instructed, when three months had elapsed and repeated requests for payment had been ignored, to demand payment from the person who had given surety for the student. In President Chaplin's time, some sort of bond had been required, but the requirement had been feebly enforced and in no instance had the surety been forced to pay. The Trustees were now determined that such laxity should cease, and they voted, "It shall be the duty of the President to furnish each student, on his examination for admission, with a blank bond for the security of his term bills, which the President shall require each student to return to him, executed and signed by a sufficient surety at the commencement of the term when the student is first enrolled. Failing to do so, the student shall not be admitted to recitation." Treasurer Stackpole rigidly enforced the new order, and it is not recorded that he alienated any friends of the college by that straightforward and commendable policy.

Although the years of struggle were not ended, the situation did become somewhat easier under President Fay's successor. David N. Sheldon, elected President of Waterville College in 1843, had graduated from Williams in 1830 and had then spent four years in France in charge of a Protestant mission. His thorough knowledge of French and German, besides the fact that he had studied with outstanding European philosophers, made his teaching of moral and intellectual philosophy, a subject conventionally assigned to the President, outstanding and memorable. Furthermore, Sheldon was surrounded at Waterville by a group of distinguished scholars, most of whom became widely known for scholarly writing or won fame as teachers in large universities. George Keely was unsurpassed as a teacher of mathematics and an insatiable inquirer into the realms of nature. James T. Champlin, Professor of Greek and Latin, afterwards one of the greatest of Colby presidents, had already written classical texts which would be used in American colleges for several generations. Justin R. Loomis, Professor of Chemistry and Natural History, not only proved that no outside pathologist was needed to examine the stomach of the victim in Waterville's first murder in 1847, but he went out from Waterville to serve for thirty years as the president of the University of Lewisburg (now Bucknell University). Martin B. Anderson, the Professor of Rhetoric, became the first president of the University of Rochester.

The Trustees turned to Sheldon in 1843 because they knew him well and he was close at hand. They had not done well in turning to what they called "interior New York" for a president. So now they took a long look at the man who

had been in Waterville just a year as pastor of the Baptist Church. They liked what they saw, and unanimously elected David Sheldon their new president. Sheldon knew all of the faculty intimately, for every one of them was associated with his church. He also knew many of the students, and he was one of the first presidents to treat them informally and without the austere aloofness usually expected of a college officer at that time. Hence he became extremely popular.

By persistent solicitation of funds during the 1840's, the financial situation was eased, but the college enrollment continued to be far from satisfactory. Under the spirit of enthusiasm at first engendered by the new president, numbers did reach a maximum of 92 in 1845-46, but by 1848 they had dropped to 75, and in 1850 to 72. The reason for the decline is to be found chiefly in a bitter dissension, both within the faculty and in the Baptist constituency, concerning President Sheldon's theological views.

As early as 1844, when he had been president little more than a year, Sheldon preached a sermon before the Maine Baptist Convention at China which aroused discussion and dissent. Among the most bitter critics was Sheldon's successor in the Waterville Church, Rev. Nathan Wood. He and Sheldon waged theological war in the columns of Maine's official Baptist organ, *Zion's Advocate*. Sheldon later defended his liberal position in a volume entitled *Sin and Redemption*,<sup>3</sup> whereupon the Baptist Convention voted that "the main doctrines of a work entitled *Sin and Redemption*, recently published by a member of this body, are in the views of this Convention essentially unscriptural and fatally erroneous."

Professor Keely was only one of the faculty members who sided with Pastor Wood and against President Sheldon, but his concern, as always, was the welfare of the College. He felt strongly that, if Sheldon was going to hold theological views which responsible Baptists in state convention considered heretical, he couldn't possibly continue to do the College any good. Prospective givers would be alienated, prospective students would be advised to go elsewhere, and constant controversy would disrupt the college for both students and faculty. When Keely saw that Sheldon had no intention of leaving, he presented his own resignation to the Trustees in 1852 and despite their urgent protests he insisted upon its acceptance. The College had already lost Professor Anderson, partly because of his feeling that Sheldon was stirring up disharmony. The added resignation of the beloved, respected and profoundly loyal Keely was just too much. In the following year Sheldon himself resigned.

Sheldon's resignation letter, in the sharp, clear handwriting of that dissident Baptist, leaves no doubt as to the cause of his action. It was to Nathan Wood, as secretary of the Trustees, that Sheldon addressed his letter. Though he made no mention of his long controversy with this successor of his in the Waterville Baptist pulpit, he may have felt some sense of defeat, for the result was just what Wood and his supporters had sought—to get this "heretic" out of the college presidency. Sheldon wrote:

Waterville College, August 11, 1852

Rev. N. M. Wood, Secretary  
of the Trustees of Waterville College

Dear Sir;

In view of the want of harmony and cooperation among the faculty of the College, I herewith resign the office of President, which I have held in the College; the resignation to take effect within either three or six



months from date, at the option of the Trustees, though preferring myself the latter date.

I am respectfully yours,  
D N Sheldon

When Sheldon left, he presented the Trustees with an unusual financial claim. He pointed out that, when he had arrived in Waterville to take over the presidency in 1846, his predecessor Eliphaz Fay was still occupying the president's house which Chaplin had erected in 1819, while Sheldon had been obliged to rent a house in the village. In view of that fact, he asked for compensation equal to a quarter of a year's rent of the president's house at whatever rental the Trustees thought was just. He asked also to retain personal possession of a Bible and a chair that had been placed in the college chapel. He said, "Last year there were placed in the chapel a large, elegant Bible, with my name written in it, and a mahogany armed chair. An accompanying note expressed the desire that I should accept them as an expression of respect from the students. I have every reason to believe that they were intended as a present to me personally. As I now leave the College, I should like to take them with me." The obliging Trustees granted both of these requests.

Mrs. Minnie Philbrick, historian of the First Baptist Church of Waterville, states: "After he left the presidency of the College, Dr. Sheldon went to Bath as pastor of the Baptist church there. It was while he was there that he changed his views and became a Unitarian."<sup>4</sup> It is questionable whether Sheldon changed his theological views after he went to Bath. Those views seem to have departed radically from Baptist doctrine at least eight years earlier, though it is true that he did not become a member of a Unitarian organization until 1856, when he became pastor of the Unitarian Church at Bath. In 1863, Waterville Unitarians made a grand coup by persuading Sheldon to become the first pastor of their new church in the town where he had been both Baptist pastor and college president.

Dr. Sheldon's return occurred at a time several years beyond the scope of the present chapter. It came during the Baptist pastorate of another man who would one day be president of the College, George Dana Boardman Pepper, and for him the experience proved extremely trying. To the new church started by Sheldon the Baptists lost many prominent members, including Ephraim Maxham, editor of the *Waterville Mail*. Only the remarkable Christian spirit of the Lincolnesque Dr. Pepper prevented an open and bitter clash. Instead of engaging in extended warfare, the two pastors became such friends that, when the Baptist church was closed for extensive repairs, that society accepted the invitation of the Unitarians to hold services in the Unitarian meetinghouse.

It should not be assumed that the ten years of the Sheldon administration were filled only with theological controversy and were wholly unproductive for Waterville College. Those ten years were by no means an educational vacuum. They saw the coming of the Greek letter fraternities in the organization of chapters of Delta Kappa Epsilon and Zeta Psi. They saw the fruitful service of one of the most distinguished faculties the college has ever had. They saw marked growth in both the size and the influence of the college library under Professor Champlin. They saw diplomas presented to men who would gain fame in diverse vocations: Josiah Drummond, leader of the Maine bar and a nationally known Mason; Stephen Longfellow Bowler, named for the poet's father and long the successful financial agent of the Bangor Theological Seminary; Charles E. Ham-

lin, who was to become Colby's great teacher of Natural History and Curator of Palaeontology at Harvard; Mark Dunnell, member of Congress from Minnesota; Edward C. Mitchell, President of the Baptist Theological School in Paris, France; and the one Colby graduate who was forced into Confederate service in the Civil War, Lorenzo A. Smith.

Eleazer Coburn of Skowhegan, who had been a trustee since 1836, died in 1845, and in his place was chosen Abner Coburn, a man who would later make significant gifts to the College and for whose family the old Waterville Academy would be renamed Coburn Classical Institute.

Throughout the administration of Presidents Fay and Sheldon the proposed \$50,000 fund was a center of attention. So determined were the Trustees to collect payment of subscriptions that in several instances they brought suit against persons who refused to pay. Often those refusals were occasioned by dissent from President Sheldon's religious views. At the annual meeting in 1845, Timothy Boutelle served as chairman of a committee which recommended drastic action concerning the "refusal of certain subscribers to pay their subscriptions." In the following year the Board's attention was directed toward delinquent subscribers in Waterville, concerning whom it was voted that "the Treasurer, after giving by letter reasonable notice to subscribers in Waterville, who are able to pay but have not done so, that payment must be forthwith paid or secured, and still not receiving payment, shall take legal measures to enforce collection."

In 1846 Martin B. Anderson, the young professor who would one day become President of the University of Rochester, felt that he merited an increase in salary, and with President Sheldon's approval laid his request before the Trustees. Their action shows that, while there was no established policy, the Board was just as attentive to precedent as are most corporate bodies. A special committee to which the matter was referred reported that, in their opinion, it had been the "prevalent usage of the College" to raise the salary of a professor after satisfactory service of two years from \$600 to \$700. Because Anderson had been a professor since 1843, and a tutor for two preceding years, the committee felt it was only just that his next year's salary be \$700. But again, this decision had one of those almost inevitable strings attached to it. Anderson, having a teaching schedule far more burdensome than his colleagues, had asked for an assistant and had recommended his own student, Samuel K. Smith of the Class of 1845. The Board agreed to appoint Smith a tutor in the college, provided Anderson would pay Smith's salary out of his own \$700.

In 1847 President Sheldon for some reason felt called upon to report to the Trustees on all disciplinary actions taken by the faculty during the year. In the fall term three sophomores showed up intoxicated at the Senior Exhibition, "for which offense they were reprimanded." In June a Masonic celebration had been held at Augusta, which seemed to seventeen students sufficient excuse to leave town without permission. Called up before the faculty, seven of the delinquents "declared they would not again leave town without permission," whereupon they were told that "no further consequences would follow." Seven others refused to make such a promise and were placed on probation. There seemed some doubt as to the penitence or the future intentions of the remaining three, but in the end they were "merely reprimanded." The President explained sadly that it had later become necessary to expel one of these three.

Ever since the crisis that had caused the resignation of President Chaplin in 1833, the Fourth of July had been almost an annual occasion for student outbreak. Here was Sheldon's report for the Fourth in 1847:



On the morning of the Fourth of July a large proportion of the students in the three lower classes absented themselves from the usual recitations. When the recitations were proceeding, a company of nearly twenty students marched backward and forward from North to South College, directly in front of the recitation rooms, ringing bells, blowing horns and other instruments in a way to disturb greatly the order of the College. The disturbers also followed to their rooms those students who had been present at recitation and repeated the noises in the entries before their doors. The disturbances were continued in full view of several members of the Faculty and partly in their presence. The Faculty felt called upon to put a stop to these vicious proceedings, and hence expelled two of the most prominent offenders. This measure had the anticipated effect of restoring order in the College. The other students who were known to be engaged in the affair were subsequently called before the Faculty and told that they could free themselves from any further consequences of their conduct by saying that they did wrong in absenting themselves from recitations, and by declaring that they would not again in similar circumstances absent themselves nor be engaged in similar disturbances.

In such manner did Waterville College observe the birthday of the Declaration of Independence in 1847. Several years would still elapse before the faculty would decide that appropriate observance called for a holiday from the usual classes.

Parents of students who had been suspended or expelled complained to the Trustees about the "undue severity" of the Sheldon administration. In 1848 the Board appointed a committee to investigate, and as a result Sheldon and the faculty were unanimously vindicated. In a long report of more than five hundred words, the committee said, "The decisions of the faculty, while they exhibit the firmness required in the exigencies, are no less distinguished by discretion and clemency."

In 1849 the President received an increase of \$167 per year for a term of three years because, in addition to his duties as President, he had given instruction in French and German. The extra payment was deemed just because previously \$125 a year had been paid to Samuel Francis Smith for part-time instruction in French.

The troublesome subject of commencement parts was raised again in 1850. The faculty, deciding that too many students had found means to dodge the obligation of speaking from the commencement platform, appealed to the Trustees for a regulation. The Board thereupon voted, "The degree will be withheld from any student who refuses or neglects to prepare, rehearse or speak his commencement theme."

Until 1851 there had been no firm policy concerning what was called "back tuition." That term applied to tuition for any part of the four years during which a student was not in actual attendance. It was an especially touchy subject in the case of a student admitted into advanced standing, because in the 1840's that was the status given not only to students admitted from another college, but students attending any college for the first time whose preparation was considered to render them capable of advanced work. The principle on which individual cases were usually decided was that a student must pay four years of tuition fees in order to receive his degree. If he had paid part of those fees at another college, he was expected to pay only the remaining proportional

part at Waterville. But what of the man who was accepted into sophomore standing without previous college attendance? Should he pay a year's tuition for instruction he never received? What was the tuition meant to cover—actual instruction, or just the award of a degree?

In 1851 the Trustees decided to settle this matter once and for all. The wording of their vote is cumbersome because they meant it to cover several contingencies, but their general intent is clear.

Resolved, that all students who in the future may be admitted into advanced standing (not coming from another college) and who continue here through the remainder of their college course, or who through circumstances beyond their control do not graduate, be required to pay but one-half of the back tuition, and that the residue be relinquished to them; but in case any such student leave this for another college, the whole amount of his back tuition shall be exacted.

When, in the 1920's the College established a regulation that students be suspended from classes for non-payment of bills, both Trustees and faculty doubtless thought the rule had no precedent at Colby. But indeed it had. In 1851 the collection of student bills had been so bad that the Board voted:

The Treasurer shall be required to report to the President of the College the names of all students who shall neglect to furnish a bond for college bills, as required by law, and also the names of all students who shall have three term bills due and unpaid. In case such bond is not furnished, or such term bill remains unpaid for one month after notice to the delinquent by the Faculty, they shall suspend such delinquent from all connection with the College until full compliance with the laws of the College and payment of such term bills are made.

For some time previous to Dr. Sheldon's administration the old custom of an examining committee, composed of Trustees and prominent citizens, had fallen into disuse. Decision regarding a student's promotion had come to be considered the province solely of the faculty, and his graduation that of the Trustees on the faculty's recommendation. At the annual meeting in 1851, Samuel Francis Smith, recalling how those old examination committees functioned when he used to teach French in the College, as a sideline to his pastorate at the Baptist Church, tried to revive the custom. There were in the community, Smith contended, gentlemen who were especially skilled in the branches of study pursued by the students, and having them serve on an examining committee would assure competent instruction and at the same time heighten their interest in the College. Although the Board accepted Smith's proposal, nothing came of it. The day had gone by when examination of college students would be in other than academic hands.

The trustee meeting in 1852 was a long one, because, as we have seen, the theological differences between President Sheldon and other members of the faculty had then come to a head. The meeting stretched out into five sessions during three days. One point of controversy concerned the chapel exercises, which certain members of the faculty had refused to attend, because they would not listen to "heretical preaching." After long discussion the Board voted, "It shall be the duty of all members of the Faculty to attend the chapel exercises." Finally the Trustees decided there was only one solution to the problem: accept



the resignations of President Sheldon and of Professors Keely and Loomis. Among students, parents and interested citizens there were so many supporters on each side that unqualified defense of either side seemed disastrous. For the College it was indeed a day of trouble, climaxing the long years of struggle for mere survival. But it was also, in the sense of Toynbee's theory of history, a day of challenge and response. How the challenge was met is the story of the first of Colby's truly great presidents, James T. Champlin. But before we turn to that story, let us get a more intimate picture of Waterville College in the twenty years from 1830 to 1850.

## CHAPTER XII

### *College Life In The Early Days*

**N**O one now living knows just what it was like to be a student at Waterville College before the Civil War. To get a picture of those days we must turn to the letters and memoirs that have been collected over the years.

One of the best of those recollections was written by the first Colby graduate of the prominent Merriam family. He was Rev. Franklin Merriam of the Class of 1837, whose son Rev. Edmund Merriam graduated in 1868, and whose grandson Rev. George Merriam, 1879, was long the beloved pastor of the Bethany Baptist Church at Skowhegan. In the fourth generation were Arthur Merriam, 1911, Ethel Merriam Weeks, 1914, and Marion Merriam Hooper, 1925, while the fifth generation has been represented by Louise Weeks Wright, 1938, Mary Weeks Sawyer, 1944, Frank E. Weeks, 1947, Thornton Merriam, Jr., 1951, and Robert L. Hooper, 1952.

Franklin Merriam, who had determined to become a Baptist minister, received in 1833 the promise of fifty-four dollars a year from the Massachusetts Baptist Education Society to help him through college. Going by boat from Boston to Portland and thence to Waterville by stage—a journey of five days—Merriam arrived in the college town on September 1, 1833. President Chaplin had just resigned, as had Professor Conant and John O. Chaplin. The faculty consisted of four persons, Professors Keely and Newton, and Tutors Barnes and Farnham. The notorious workshop was then in its heyday, and of it Merriam wrote: "There was a good number of students attracted as I was, by the workshop. Having a little knowledge of tools, I nearly met my college bills by morticing doors, window sashes and bedsteads."

Merriam was examined by Professor Newton for about half an hour and was then admitted to the college. He tells us how he lived during that first fall term. "In my room I found two chairs, a table, bedstead, wash stand, small looking glass, and stove. Mother gave me a straw bedtick, which I filled with straw. I boarded in the commons, managed by Deacon Emery, for \$1.06 a week. He gave me a reduced rate because I drank neither tea nor coffee."

Like most of his classmates, Franklin Merriam sought a teaching position during the long winter vacation of his freshman year. Hearing of a possibility in North Whitefield, he decided to make application. In those days only a personal interview was of any avail, and Merriam had no money to pay his stage fare to the Sheepscot Valley town. A classmate, who was holding three dollars for another fellow, let Merriam have that money on the dubious assumption that the latter could repay it before the other fellow staked his claim, and off young Franklin went. "I took the money," he wrote, "went to North Whitefield



by way of Gardiner, and at King's Mills I found the school supervisor, who was pastor of the Baptist churches in Whitefield. He said to me, 'I suppose you know a good deal more than I do, so I will give you a certificate.' I obtained the school because he wanted a man to help him hold services on the Sabbath as well as teach. I boarded with one of the deacons who had not learned to read, and he treated me with great respect."

The modern Colby student who lives in Massachusetts is likely to maintain an automobile and drive home half a dozen times during a term. Franklin Merriam didn't see how he could go home even after he had been in college a full year.

His father, who was anxious to see his son, borrowed enough money to pay the boy's boat fare from Hallowell to Boston. When Franklin received that money, he decided that it was worth the long walk to Hallowell in order to see the old home again. He tells us, "I took my bundle and started for Augusta, on foot and alone. When I was half way there, the stage loaded down with my college friends passed me. Near evening I called at a farmer's and ate a dish of bread and milk." The lad finally reached Hallowell and got passage on a sloop to Boston.

Hewett C. Fessenden attended Waterville College from 1834 to 1836, then transferred to Dartmouth. When he had become well established in Hanover, he wrote to a former classmate at Waterville a letter which throws light on colleges in general during that fourth decade of the last century.

I joined one of the Societies (at Dartmouth) and they put an oration on to me the first thing. I tried to shirk off but couldn't. As I was a Waterville student, they expected something large, for Waterville students who come here are esteemed as good scholars and writers. I like the professors here very much. The students are pretty fair. As writers or speakers or mathematicians they won't hold a candle to the Waterville students, but as linguists they surpass them. The society libraries are very fine containing five thousand volumes apiece. They don't take much interest in debates, but have two or three orations to make up for them. The college library I have not been into, therefore I will say nothing about it. We are studying mechanics with an instructor as good as Professor Keely, and we have commenced French grammar. I don't have to study my French at all, thanks to M. Schaffer, our little Frenchman, whom I shall long remember. Our other study is Paley's *Evidences*. You Erosophians had better get busy. I understand the Literary Fraternity are getting all the freshmen. I reckon your new Prex will make you walk straight, and without any such palaver as Babcock used to have. Success to him, I say. Now I will smoke my pipe a while, then go to bed.

Witness of public opinion toward Waterville College in those days is borne by an editorial in the *Maine Farmer*. After pointing out that the College was in the midst of a campaign to raise \$50,000, the editor told why the campaign deserved success.<sup>1</sup>

Waterville is emphatically the poor man's college. Not only have its trustees and friends struggled through difficulties and prejudices, but have also, more than any other institution, established means for poor scholars to assist themselves by manual labor. It has a very extensive workshop, well supplied with tools, in which students may earn

something towards defraying their expenses. The College also admits young men into a partial course of study—that is, a person may attend to one or two branches without going through a whole course of studies. To be sure, they do not receive a degree, but they get valuable instruction which will abide by them throughout their lives.

This institution ought to have better support by the State. Brunswick College has been amply, liberally endowed by the State, but Waterville has received very little. Yet Waterville College is the only college chartered by our legislature since we became a separate state. The situation seems like a parent's giving all his property to a stepson and nothing to his own child.

In 1840, when Benjamin Norris was a freshman at Waterville, he wrote a letter to his father at East Monmouth, Maine.

This is a new world for me. The ringing of the college bell for prayers, the stated hours for study, the manner of recitation, and the entire seclusion from female society are all new to me. I have not spoken to a lady since I have been here. The bell rings in the morning before sunrise, at which time all the students leave their rooms and repair to the chapel, where the President or some professor attends to the reading of the Bible and prayers. From thence they proceed to the recitation rooms, where they recite for one hour. Then the bell rings for breakfast. We have the hours from nine till eleven, from two to four, and from seven to nine to study our lessons, in the reciting of which we spend three hours each day. The rest of the time we can devote to exercise and reading. Our lessons are short, but we have to get them well.

There are fifty-five students here, eighteen of whom belong to my class. We have to pay \$1.12 a week for board, 12½ cents for washing, eight dollars a term for tuition, and three dollars a term for room rent and use of the library.

A letter written by Timothy Paine<sup>2</sup> in 1844 refers to the usual discipline that accompanied each Fourth of July.

They are doing strange things here. One of my classmates has been expelled for blowing a horn on the Fourth of July. Another student has also been dismissed. If they are not taken back, there will be trouble.

In almost every letter from the Waterville campus during the early period, the writer proudly referred to his college class. At Colby, in the 1950's, class organization had come to be almost meaningless except at the opening of freshman year and the close of senior year. After graduation it again became significant as the unit through which the Alumni Office kept in touch with Colby's sons and daughters. The change from the class cohesion of the 1840's had been brought about by the elective system of courses. When every member of a class took exactly the same subjects to the same professors during each of the successive twelve terms of the four year course, the word "class" meant, not as it does today, a meeting for recitation or lecture or discussion, but all the students who were freshmen or sophomores, juniors or seniors. Every examination was given to a whole class.



That sense of class cohesion stimulated student unity well into the twentieth century when finally inter-class rivalry gave way to interfraternity competition. The hazing of freshmen accompanied by the resounding notes of Phi Chi, the fall baseball game with its accompanying grape rush, Bloody Monday Night, and the breaking up of Freshman Exposition by rioting sophomores are all happily incidents of the past. Yet something was lost when Colby men ceased to think of themselves as members of a particular class until after they were out of college. Some observant alumnus frequently expresses the wish that every member of each class might have, every year in college, one educational experience in common, just as they had it in Freshman English. He would not advocate a return to the narrow, completely compulsory program of the 1840's, but he contends it might be well for all students in a class to take together one subject each year.

This digression has taken us a bit afiel from the intent of this chapter, which is to see what college life was like in the 1830's and 1840's. So let us see what the student had to eat in the college commons at \$1.12 a week, although you will recall that one fellow paid only \$1.06, because he did not drink tea or coffee. The \$1.12 fare included for breakfast bread and butter, and coffee sweetened with molasses; for dinner beans twice a week, fish once, and meat four times; for supper bread and butter, and tea sweetened with a tiny pinch of sugar. On rare occasions there was added cheese or apple sauce or pie.

The records of the faculty provide a fertile source of information about happenings in Waterville College in those years from 1830 to 1850. On March 13, 1840, the Faculty took up the case of a libelous article in the *Kennebec Journal* referring to William S. Knapp, a senior student. The writer turned out to be Knapp's classmate, Josiah Harmon. The faculty voted that if Harmon would sign a confession admitting the falsehood of the statements in the article, he would not be subjected to legal prosecution for libel. Harmon still refused to sign. He was expelled and the entire whole proceedings were read to the students assembled in chapel. By that time Harmon had begun to see light, and on March 16 he reported that he was ready to sign the required statement. He was then promptly reinstated in college.

Frequently the faculty went to a lot of trouble in handling cases of misbehavior. One spring day in 1841 not a single freshman or sophomore showed up for morning recitations. The faculty at once assumed that this was a concerted movement, what they termed "a wicked combination." So it was voted that "the members of the freshman and sophomore classes are forbidden to attend any recitation until satisfaction is made for their non-appearance on the morning of April 10." Individual members of the faculty, in good investigative style, proceeded to round up and interview members of the offending classes one at a time. As a result, four students were exonerated from participation, although they were at the College, and three others proved to be out of town with permission. All the rest—every last man in the two classes—was called before the faculty and asked to sign a statement confessing that he had acted as part of "a combination," and to promise not to do it again. The exact wording was: "I acknowledge that I did wrong in entering into the understanding with my classmates to absent myself from recitation on April 10, and it is my intention to observe the college laws in relation to that exercise hereafter." Since at that time the college was without a President, it was Professor Keely who informed the offending students that they must sign the statement or be dismissed from college. Two students, M. and B., refused to sign and were summarily expelled. The next day B. was permitted to appear before the whole faculty a second time,

saying he had misunderstood the import of the statement and he was now ready to sign it. He did so and was promptly back in good standing in the College.

In May of the same year Professor Keely reported that four students had disturbed the inhabitants of Waterville in an unseemly manner. Three were placed on probation for the entire summer term, and the fourth was "rusticated" with a rural minister, because the particular incident of the village disturbance had been preceded in this student's case by "too many occasions of profanity and general bad character."

In the fall of 1841, Sophomore F. was brought up before the faculty for "disturbing the recitation by burning asafetida" (a gum giving off an odor of garlic or onion). It came out that while F. had a hand in the prank, his classmate E. had procured the odorous gum and had planned its use. It therefore seemed just to send E. home for the remainder of the term and simply put F. on probation.

That Commencement was a time of hilarious celebration is shown by a vote passed by the faculty on July 31, 1842: "Voted that Professor Anderson be appointed to obtain such constabulary force as may be necessary to keep order on Commencement Day."

Modern plumbing being unknown in the 1840's, the faculty voted that Mr. Coffery be employed "to make all necessary cleaning of the *Necessary*."

The first instance of student interest in a gymnasium occurred in 1845. An application was presented to the faculty that students be allowed to fit up the now unused workshop as a place for "gymnastic exercises." The faculty voted to grant the petition provided the students would accept responsibility for any damage that might be done to the building.

College students are always losing textbooks, but what does one do when all the books in a subject taken by a whole class disappear? Evidently the Waterville College faculty knew just what to do. Their record of July 24, 1845, tells us: "It was reported that the mathematics books of the sophomore class had been taken from their rooms without their knowledge. It was therefore voted that the sophomore class be informed that, if the copies of the second volume of *Cambridge Mathematics*, which have been taken from their rooms, are not returned, other copies will be ordered tomorrow forenoon to supply the class, the expense to be included in the charge of damages for the term."

Severe as was the discipline in some respects, the authorities took for granted some actions that a later generation would condemn. In 1846 they authorized the libraries to procure spittoons for the library. A certain consumption of alcoholic beverages was expected, and when three sophomores got intoxicated in the spring of 1845, they were merely "called before the Faculty and reprimanded for excessive drinking."

As indicated in previous chapters, many students who had passed their twenty-first birthday belonged to the popular society of Freemasons. So we should not be surprised to learn that in 1846 the faculty voted that one Herick be allowed to go to Augusta, if in his opinion his absence from the masonic lodge, where he was an officer, would interfere with the proceedings.

The Fourth of July in 1846 saw no exception to the usual disturbance on that festive day. The faculty record tells us that "there was great disturbance during the recitation hours by students passing before the recitation rooms, blowing horns and ringing bells." Two prominent participators were expelled from college. Interestingly enough one of the offenders was Charles E. Hamlin, who was later to teach at the College for many years and gain fame as a brilliant



paleontologist. Both he and his co-conspirator were later reinstated, and both received their diplomas in 1847.

Plans for the annual Commencement called for more than engaging a constabulary. In 1847 Professor Champlin was authorized to make a contract with one Chipman to put up the commencement stage, perform all the sexton's duties on the occasion, furnish necessary help to attend the door at all exercises, take down the stage, return the carpet, settees and chairs to the College, and put the meetinghouse in a suitable state for worship; for all of which Chipman would receive twelve dollars.

Anxious as the faculty were to increase student enrollment, they tried hard to maintain high standards. A record in the fall of 1847 tells us that one Brown had presented himself for admission although he had read only three pages of Greek and but little more Latin. He was advised to devote another year to the study of languages before trying to do college work. If, however, he chose now to make the attempt, he could do so in the partial course, but he would not be admitted into the regular course without better preparation in the languages.

Courtesies between colleges extend far back into the past, and as early as 1847 Waterville College was meticulous in observance of its intercollegiate relations. Henry A— had applied for admission, having been required to leave Columbian College in Washington. He was informed that he could be admitted at Waterville only on the written request of the President of Columbian. That courteous action was criticized. An angry letter appeared in *Zion's Advocate* protesting against Waterville's cruel rejection of a pious young man. The faculty then voted to publish a careful statement of the whole affair in the *Advocate*.

At last, in 1848, the faculty submitted to the long repeated protest against classes on the Fourth of July. "Voted, to announce to the students that hereafter the recitations required on the morning of the Fourth of July will be dispensed with, and that in their place an extra recitation will be expected on the morning after the Fourth."

Of the persons who became part-time instructors or visiting lecturers at the College during its early years, the most interesting was Dr. Ezekiel Holmes. When President Babcock learned that Holmes, his classmate at Brown, was practicing medicine in Winthrop, Maine, he felt that here was just the man to introduce the students of Waterville College to some of the already specialized fields of science. Dr. Holmes could easily stop at Waterville on his regular trips to the family farm in Starks, which he was still trying to operate along with his medical practice sixty miles distant.

In the fall of 1835 Holmes began his lectures to the junior class in chemistry, mineralogy and botany. Mr. L. M. Sturtevant of Belgrade, who has made a study of Holmes' life and work, says:

Because of his constant commuting between Winthrop and Starks, Holmes could hardly have been an efficient teacher at Waterville College. He thought much on science, however, and he was able to put some of his ideas in practice. While riding in a rain storm one day from Starks to Waterville, he conceived of a 'dress of India rubber,' and thought 'there is much to be learned of this curious gum.' He once lectured upon 'Alumina, Silicum, Coleum and Silver.' He reported that his phosphorus did not succeed well, but other experiments did not go too badly in spite of his few specimens and the fact that he had no literature on alumina.

Benjamin F. Butler was a student at Waterville College when Holmes was a lecturer. In his autobiography, *Butler's Book*, the general later recorded: "I was farther advanced in science than most of the students, and I was allowed access to the chemical laboratory as assistant to Professor Holmes, who was not there. I had one mate in these studies, Mr. David Wadleigh, and we devoted ourselves to chemical experiments together, with the natural result of actually blowing each other up with explosive preparations."

Butler's clause "who was not there" makes it clear that Holmes was not a professor in residence. The fact is that his lectures, though intended to be on regular schedule, proved to be most irregular. To make up for a week when he would fail to appear for his single day of lectures, he would put in two days during the following week. Because every class had a lot of free time in the hours not assigned to its three daily recitations, it was easy to fit in a lecture by Holmes whenever he arrived.

In his plans for instruction, if not in his practice, Holmes was ahead of his time. In those days and long afterward, science students performed no laboratory experiments. Everything was demonstrated by the instructor, the students merely noting what happened. After Holmes died, there was found among his papers a plan for a suite of rooms for the science department of Waterville College—a plan that was never realized. In it Holmes had incorporated individual experimental equipment for each student.

Dr. Holmes ended his teaching at Waterville in 1837. His commuting had become increasingly inconvenient, and he was getting very little remuneration for his trouble. He had been promised \$200 a year, but never got all of it. In 1834-35 he received only \$37. The national panic of 1837 made the plight of the struggling college almost desperate. It was difficult to maintain the regular classes, and such 'luxuries' as science lectures had to go.

In later years Dr. Ezekiel Holmes became better known as editor of the *Maine Farmer*, a newspaper celebrated at one time as having the largest circulation in the state. For five successive years he was Winthrop's representative in the Maine legislature. He was appointed surveyor of the public lands still held jointly by Maine and Massachusetts, and was influential in the final settlement of that contentious question. He was the first secretary of the State Board of Agriculture and of the State Agricultural Society. He helped organize the important annual exhibition at Springfield, Massachusetts, which continues to this day.

In 1849 the faculty gave their first attention to what for more than sixty years would be known as "false orders." It became almost an annual occurrence for faked, burlesqued programs to turn up at some solemn event. This kind of prank may have begun earlier, but it was not until October, 1849, that it became a matter of faculty record. The faculty then ordered Professor Champlin to write letters to three printers—Dickinson of Boston, Wardwell of Andover, and Metcalf of Cambridge—inquiring whether the Greek type of the false order of exercises at the Senior Exhibition was furnished or used at their offices; also to write to Attorney Henry W. Paine at Hallowell, sending him a copy of the false order and asking him if legal action could be taken against a person who circulated such papers. Professor Loomis was commissioned to inquire of the postmasters, expressmen and stage drivers, to discover how the false orders reached town. Evidently Detectives Champlin and Loomis did a good job, for a week later Isaac Kalloch was expelled from college for circulating false orders at the Senior Exhibition.



Isaac Smith Kalloch had a spectacular and notorious career. A relenting faculty let him return to college in the spring of 1848, but he remained only another year. Although he never attended theological school he became a preacher of note, for five years dispensing fiery brimstone from the pulpit of Tremont Temple in Boston, and during the Civil War from one of the leading New York churches. He went to Kansas and founded Ottawa University, of which he was for three years the dictator president. On the west coast he gained a wide reputation as the crusading pastor of the San Francisco Tabernacle, and on one occasion engaged in a pistol duel on Market Street. For three years he was Mayor and political boss of the city at the Golden Gate. Isaac Kalloch lived up to the reputation he had made in college when he had begun the long-lived practice of false orders.

It is good for us to know that those students of more than a hundred years ago, though most of them were looking forward to the ministry, were not much different from young men of any time or place. Boys will indeed be boys, but the alumni records of Colby College make it equally clear that boys will also some day be men. The college days were not spent entirely in pranks and misbehavior. The young men studied under teachers who would compare favorably with the faculty of any later day; they discussed in their societies the great issues of their time; they struggled against grinding poverty to secure the coveted diploma; and they went out into the world to be indeed men of their time.

## CHAPTER XIII

### *The Martyr And The General*

**A**MONG the several thousand alumni of Colby College it would be difficult to find two men more unlike than Elijah Parish Lovejoy and Benjamin Franklin Butler. They come together in this chapter because, of all Colby graduates, they became most widely known, and both received their diplomas before the little Maine college had graduated twenty classes. Lovejoy was a preacher and publisher who laid down his life for the freedom of the press. Butler was a military genius whose impulsive actions and unbridled tongue caused him to be one of the most hated men of his time. Well into the twentieth century, historians were referring to "the saintly Lovejoy" and "Beast Butler." Neither epithet was deserved. Lovejoy, though richly deserving of a hero's fame, was no saint; Butler, though storming his way through a hectic political career, was no beast. Both men made bitter enemies; both had staunch friends; and both possessed grim, undaunted determination.

Elijah Parish Lovejoy gained lasting fame when he was shot down by an angry mob while defending his press at Alton, Illinois. His persistent publication of anti-slavery articles had already caused the destruction of three presses, and when he and his friends decided to arm themselves for the defense of his fourth press, stored in the Gilman warehouse on Alton's Mississippi shore, it was certain that tragedy would result. On the night of November 7, 1837, the mob got completely out of control. Though only a few shots were fired by either side, one bullet hit Lovejoy in the chest, causing almost instant death.

Elijah Lovejoy was born in Albion, Maine, on November 9, 1802, the oldest son of the Reverend Daniel and Elizabeth Pattee Lovejoy. His grandfather, Francis Lovejoy, had settled the farm on the shore of the pond which received his name soon after the Revolution, and there his son Daniel was maintaining a precarious existence as preacher and farmer when Elijah was born. Deprived of more than a meager rural education in his childhood, Daniel Lovejoy, for several winters, left his wife on the Maine farm, while he studied the classics at Byfield Academy in Massachusetts, and pursued theological studies with the local minister, Reverend Elijah Parish. That Congregationalist minister was a man of sufficient prominence to rate a page in the *Dictionary of American Biography*. A staunch Calvinist and unyielding Federalist, he was the target of many an attack from liberals both in theology and in politics. If they regarded him as convincing proof of man's depravity, he regarded them as agents of the Devil and rulers of the "New Babylon," his favorite term for the city of Washington under Jefferson's administration. So thoroughly was Daniel Lovejoy imbued with this minister's philosophy and so highly did he respect the man that he named his first son Elijah Parish Lovejoy.



At an early age the boy showed that he possessed a quick and active intellect. "At four he started to read, taking his first lessons from the large family Bible. He would go to his mother, ask her what a certain letter was, then move back to his corner to draw it and puzzle out the word. . . He had his father's drive for learning and a prodigious memory. He rarely needed to be told anything more than once. He went through his father's theological books; then he went through the little library in the neighboring town. He could memorize a poem or psalm at a single reading. Before he was through the village school, he was reading Greek and Latin writers easily. He tutored his younger brothers and sisters as they came along."<sup>1</sup>

Such a youth would naturally be determined to get formal education beyond that afforded by the common school. But money was scarce and the father was an obscure country preacher with few influential friends. Elijah Lovejoy had therefore passed his nineteenth birthday before he got a chance to attend an academy, which in those days was the surest way to prepare for college.

The Albion youth had probably approached other leading citizens of Maine before he addressed a letter to the Governor himself. Fortunately that letter is preserved, and this is what Elijah Lovejoy wrote to Governor William King on July 24, 1821:

Sir: I address myself to you, not through mere speculation, but from immediate necessity. I wish to go to a private school in town, but am so circumscribed as to efficient means that I know not what to do. In this emergency I have determined to apply to you, hoping from your Honor's known liberality I may obtain the relief which I so much need. If you could put in the way so that I could labor half the day on Saturdays, or in any other way assist me, you would gladden the heart of the despairing. Who knows, Honorable Sir, you may assist one in coming forward who shall take a part in the political theatre of the age, in which you have borne so distinguished a figure.

If you should, Honored Sir, think this worth your notice (which I pray you may) you will have opportunity to see me, when perhaps I can give all the information which you wish. With the highest regards, I have the honor to be, Sir, your most obedient servant,

Elijah Parish Lovejoy<sup>2</sup>

William King received many letters like the appeal that came from the shore of Lovejoy Pond. He may not have replied at all to Elijah's letter; at any rate he gave the young man no financial aid.<sup>3</sup> The benefactor who finally heard the youth's urgent plea was his father's friend, Reverend Benjamin Tappan, pastor of the South Parish Congregational Church at Augusta. With a modest sum supplied by Tappan, Elijah attended a term of eleven weeks at Monmouth Academy in the spring of 1822.

In the autumn of the same year, still with help from Tappan, Elijah entered China Academy. That school had first opened its doors in September, 1818, and during its brief existence had already sought its principals from Jeremiah Chaplin's new institution at Waterville. When Elijah Lovejoy enrolled at China, its head was Henry Stanwood, who had just completed the theological course at Waterville College and was only four years older than his pupil from Albion. There sprang up at once a close attachment between pupil and teacher, and Stanwood persuaded Lovejoy to prepare to attend Waterville College the following year.

There were several reasons why Lovejoy should have gone to another college, to Bowdoin or Dartmouth or Williams. His father was an ordained minister of the Congregationalist denomination, and those colleges were under the control of that church. Furthermore Daniel Lovejoy was an unrelenting Federalist, as were the administrations of those three colleges. Of course Waterville College was only a few miles from Albion, but its Board of Trustees was made up largely of Jeffersonian Democrats, among them the very William King who had turned a cold shoulder to Elijah's appeal for help. But Henry Stanwood was a persuasive man. He assured Elijah that Jeremiah Chaplin, Avery Briggs and Stephen Chapin were brilliant scholars and teachers, and that one would go far to find a better tutor than George Dana Boardman. Young Lovejoy was persuaded that Waterville was the college for him, and even after Stanwood left China at the end of the winter term, the lad's decision did not waver. Stanwood's successor in the academy principalship was Hadley Proctor, who actually presided at China in the spring term of his own senior year, for he did not receive his college diploma until August, 1823.

In 1824 Lovejoy became acquainted with a man of the race that was to have such a profound effect upon his life. The faculty voted that "J. B. Russman, a man of color, may, if he enters college next term, have liberty to be absent a part of the year."

The first official reference to Lovejoy in the college records, following his matriculation in 1823, came at the end of his very first year. Two weeks before the young man started his junior year in the college, the faculty voted that "Lovejoy be appointed to take charge of the Latin School during the ensuing year and have the same compensation that has been given heretofore." Almost as soon as Jeremiah Chaplin had started his theological classes in Waterville, he had seen the need for a preparatory school. So he started a kind of Latin Grammar School, modeled after the famous Roxbury and Boston Latin Schools, but much more informal and more loosely organized. At Waterville it was at first a minor adjunct of the College, without a separate building, and with only one teacher, usually provided from the student body of the college itself. It was this school that later became Waterville Academy and finally Coburn Classical Institute.

When Lovejoy was a senior, one Sanborn was fined fifty cents for damaging the cellar door of South College, and a fine four times as heavy was exacted from one Thompson for cutting a hole through the front door of the college. One Jayner had to pay fifty cents for drawing figures in the college entry, making it necessary, for the sake of decency, to have the walls whitewashed. So much of this kind of celebrating was going on that it was voted that "each student shall be assessed 25 cents for every pane of glass by him wantonly broken." Elijah Lovejoy was impervious to this sort of temptation. He went his studious way as pupil and teacher, getting his Latin school students ready for college and himself ready for the beckoning world. In August, 1826, he was graduated valedictorian of his class. At the commencement exercises he was class poet as well as valedictorian.

President Chaplin later expressed extravagant praise—and he was a man not given to extravagant utterance—concerning his star student of the Class of 1826.

In regard to his intellectual powers, he seems to have approached very near to the rank of those distinguished men who have been honored



by the title of universal genius. During his collegiate course he appeared to have an almost equal adaptation of mind to the various branches of science and literature; and what is more, he took hold of each with giant strength.<sup>4</sup>

Upon graduating, Lovejoy at once accepted the principalship of his old school, China Academy. In those days the little Maine academies were accustomed to changing principals every year, sometimes two or three times within a year. Elijah Lovejoy stayed as the China principal only for the three terms of a single year. Hardly had the school closed for the summer when, in May, 1827, he started for the fascinatingly new and adventurous West.

What prompted this recent graduate of a backwoods college in Maine to seek his fortune in the even newer backwoods of the Mississippi Valley is not at all clear. There is no evidence that he had as yet had immediate contact with anyone who knew the lands west of the Appalachians, but somehow, long before Horace Greeley urged it, he had heard the call, "Go west, young man, go west." John Gill's explanation may be as good as any.

He [Elijah] wanted to see the world, to become a famous man and make his mark. There was not room for his ambition in the small town environment after he had taken all the honors it had to offer . . . Elijah, the oldest son and pride of the family, had decided to go west and seek his fortune.<sup>5</sup>

When the schools opened in September, Elijah Lovejoy was a teacher in St. Louis. Lovejoy's introduction to newspaper work was a part-time job on the *St. Louis Times*. He rose rapidly to assistant editor, and finally to editor and publisher. He gave up teaching to devote full time to the paper. "He now had assistants working for him, as well as printers, journeymen and apprentices, with a number of Negroes to clean the office and run errands."<sup>6</sup>

In 1832, when the Great Revival hit St. Louis, Elijah Lovejoy was converted and committed himself to the Christian ministry. Because he was affiliated with the First Presbyterian Church in St. Louis, he determined to become a preacher of that denomination and at once enrolled in its leading theological school at Princeton, New Jersey. In 1833 he was licensed to preach and for a brief time supplied several New York pulpits. But his real call was to St. Louis, and when he was offered the editorship of a religious weekly, *The St. Louis Observer*, he accepted with alacrity.

At first *The Observer* was a conventional religious paper of the time, denouncing the sins of the era, including slave-holding. Although slavery as an institution was more or less taken for granted in Missouri, the slave-holder himself was not regarded with favor. Lovejoy printed impartially letters and articles submitted to him on both sides of the slavery question. Although he insisted that slavery was wrong, as Lincoln did, he held the same view as Lincoln concerning its ultimate end. He favored gradual emancipation, with compensation to the slave owners. He once wrote, "Slavery could not be abolished suddenly without doing untold damage to both masters and slaves."

In St. Louis the issue came to a head in the killing of the Negro McIntosh by an angry mob. At the farcical trial of the murderers, the judge attacked Lovejoy's paper, reading sentences taken out of context, and saying:

It seems to me impossible that, while such language is published as that which I have just cited from the *St. Louis Observer*, there can be any safety in a slave-holding state.

At once Lovejoy took his stand. It was not a stand for abolition, but for freedom of the press. In a flaming editorial, he wrote:

To establish our institutions of civil and religious liberty, to obtain freedom of opinion and of the press, cost thousands of lives. We covet not the loss of property nor the honors of martyrdom, but far better that the office of the *Observer* should be scattered in fragments, better that the editor should be chained to the same tree as McIntosh and share his fate than that the doctrines promulgated by the Judge should prevail in this community.<sup>7</sup>

Finding it impossible to continue his paper in St. Louis, Lovejoy decided to move it to the Illinois side of the river in Alton. There he was welcomed by all except ardent sympathizers with the South. But when his press was brought over, in July, 1836, it was seized by a gang of St. Louis toughs and thrown into the river. Alton friends at once raised funds for a new press. The paper became popular and built up a large circulation, but Lovejoy was becoming more and more drawn to the abolitionist cause. He saw that moral appeal was of no avail when directed at the cotton states. He saw too that his pleas for gradual emancipation fell on deaf ears. So the editor turned his attention to arousing the whole nation against the moral wrong of the slave system. In his issue of July 6, 1837, Lovejoy proposed the formation of an Illinois State Anti-Slavery Society.

The situation in Alton soon became so tense that even some of Lovejoy's supporters urged him to soften his tone. Leading business men demanded that he maintain a discreet silence on the explosive issue. It was afterwards contended that Lovejoy made and later broke such a pledge of silence, but in a careful study of the evidence John Gill has shown that this contention was only one of many slanders directed against the man.<sup>8</sup>

On August 21, 1837, Lovejoy's second press was destroyed, and a month later his third press was smashed and hurled into the river while awaiting transportation from the wharf to the *Observer* office. Lovejoy took care that the fourth press should be landed secretly and stored in the Gilman warehouse near the river bank. News that the press had arrived during the night of November 6 spread rapidly, and when darkness came on the following evening, a mob was already assembling.

Meanwhile Lovejoy had made a decision which was to cause him criticism from many pacifist friends. He had long taken a firm stand against violence in settling personal or public issues. Now he decided to defend his press with arms. With a small band of followers he stood guard over his property in the warehouse.

The mob marched on the warehouse. Someone within the warehouse fired, mortally wounding a member of the mob named Bishop. The mob then brought a ladder and attempted to get incendiary material up to the roof. The man on the ladder was shot down. Meanwhile bullets, brickbats, and flaming torches were rained against the upper rooms where the press was being guarded. When a second attempt was made to use the ladder, Lovejoy and a few friends emerged from the building to force the climber down. A bullet from some unidentified



gun struck Lovejoy in the chest. Though his friends carried him at once inside the building, he died in a few minutes. Neither side wanted more bloodshed, but the mob did succeed in smashing the press even before the defenders had removed the body of their leader.

Horror and indignation swept the North. If the abolitionist cause needed a cementing factor, here it was. If death at the hands of a pro-slavery mob was to be the end, let men boldly and valiantly confront it. Abolitionists came to be viewed no longer as fanatics, but as crusaders in a sacred cause. But all that took time. Many years would elapse before a little woman in Brunswick, Maine, would write *Uncle Tom's Cabin*, before John Brown would seize the arsenal at Harper's Ferry, before an Illinois politician would proclaim that the nation could not endure half slave and half free. But the fire of freedom had been kindled on that night of November 7, 1837, beside the Gilman Warehouse in Alton.

Opinion was, however, far from unanimous. The *Cincinnati Whig* editorialized:

Lovejoy, with a fanaticism as inexcusable as it was unaccountable, determined to persevere in his purpose, and for the fourth time purchased a printing press. Thus have ended the folly and fanaticism of Rev. E. P. Lovejoy. Deprecating mobs of all kinds, we are nevertheless of the opinion that Lovejoy was himself more to blame than anyone else. He kept the people of Alton in a continual state of excitement, and he must have known that a persistence in his mischievous course would end only in bloodshed.

Of the newspapers which had never supported Lovejoy, it was perhaps the *St. Louis Bulletin* that more accurately sensed the meaning of the tragedy. It said,

Be the offenses of Lovejoy what they may, even if he has violated every law of the land and outraged every feeling of society, the measure of his punishment has changed the offender to a martyr. The persevering, daring sinner has become an apostle of righteousness and a saint.

A hundred years later, when Colby College commemorated Lovejoy's martyrdom with historic ceremonies, a former President of the United States, Herbert Hoover, was the principal speaker. In a memorable address he summarized Lovejoy's achievement in these words: "Since his martyrdom no man has openly challenged free speech and free press in America."

Benjamin Franklin Butler was born in Deerfield, N. H., in 1818, the son of a captain in the War of 1812, who became a merchant trader, voyaging to the West Indies and South America, and dying of yellow fever at St. Kitts, before any of his three children had reached their teens. The impoverished mother moved her family to Lowell, where she kept a boardinghouse and received help from the parish of the Rev. Enoch Freeman's Baptist church. Both Freeman and Mrs. Butler hoped that Ben would become a minister.

When Ben was sixteen years old, he persuaded his mother to help him seek a military career. Reluctant as she may have been to abandon her ministerial ambition for her son, Mrs. Butler rounded up references and made a personal appeal to Congressman Caleb Cushing to appoint Ben to West Point. The Congressman coldly informed her that there were no vacancies in his district

and that he had others on his waiting list. The result is stated bluntly by Butler's biographer, Robert Holzman:

Ben was horribly disappointed, but it taught him something he was never to forget—that political influence is the key to many desirable things. He also acquired a lasting contempt for all those who had attended West Point, a reaction that psychologists could easily explain.<sup>9</sup>

The Reverend Mr. Freeman assured Mrs. Butler that it was all for the best. Ben could now attend a good Baptist college and become a minister. Expenses were low and instruction was good, said Mr. Freeman, at the Baptist College in Waterville, Maine, where his friend Rufus Babcock had just succeeded Jeremiah Chaplin as president.

When Ben Butler enrolled at Waterville College, in the fall of 1834, he had not quite reached his seventeenth birthday, and he weighed only 92 pounds. When he graduated four years later his weight had still not reached a hundred pounds. Holzman says he was "a smallish youth, infirm in health, of fair complexion, with reddish brown hair."

According to Butler's own autobiography, he was a leading college prankster who spent much time trying to outwit the faculty. He told how he had pleaded to be excused from attending chapel on the ground that, since the Calvinist doctrine of predestination taught that the ratio of the saved to the damned was small, and that certainly the faculty must all be among the saved, his chance of being within the elect was so small that no amount of chapel attendance would do him any good. He boasted that he stole signs and gates, pigs and chickens, tied the clapper of the college bell, escaped expulsion by the skin of his teeth, and declared he received his diploma only because the faculty were glad to get rid of him. According to Ben himself, he was in college the "hell-raiser" his later contemporaries accused him of being in public life. A bit later we shall examine the facts about those college days, but first let us follow Ben through his stormy career.

After a brief period of teaching he became a lawyer in Lowell, served in the Massachusetts House of Representatives in 1853 and in its Senate in 1859-60. In 1861 his military ambition saw initial fulfillment when he was made Brigadier General of Massachusetts Volunteers at the outset of the Civil War by a direct commission from President Lincoln. Made Commander at Fortress Monroe, he at once showed a genius for military organization, making that fort a model for subsequent army units.

After Admiral Farragut had taken New Orleans in 1862, Butler was given the unenviable task of military commander in a captured hostile city. He was determined to exercise the same discipline he had demanded at Fortress Monroe. He required a loyalty oath of all citizens who wanted to stay in business, and he ordered several executions. But he kept order in the rebel city. It was the women of New Orleans who gave him most trouble. How should he treat those defiant Confederate females who flagrantly displayed Southern flags in their hats, who haughtily stepped aside, even into the street, when they passed a Federal soldier on the sidewalk? If a Northern soldier entered a church, women would edge away as far as possible, or even get up and leave.

On May 15, 1862, Butler issued what became known as the notorious General Order 12. It read in part:



As the officers and soldiers of the United States have been subjected to repeated insults by the women of New Orleans, who call themselves ladies, in return for the most scrupulous non-interference on our part, it is ordered that hereafter, when any female shall, by word, gesture or movement, insult or show contempt for any officer or soldier of the United States, she shall be regarded and held liable to be treated as *a woman of the town plying her avocation*.<sup>10</sup>

That military order appalled not only the Southern gentry, arousing their historic chivalry, but it also antagonized the foreign consuls in New Orleans and the Episcopal clergy, who had earlier taken a conciliatory attitude toward the Union occupation. Butler was so blunt in both speech and action that he appeared to the New Orleans aristocracy as an inhumane tyrant. As Holzman says, "Any man in his position would have been unpopular, but his personality magnified his shortcomings, real or imaginary."<sup>11</sup>

When Butler moved from the St. Charles Hotel to a private residence, he selected the mansion of Confederate General Twigg. This gave rise to a story that pursued Butler all his life—that he had stolen silver spoons from the Twigg house, and indeed from other New Orleans homes. So to the soubriquet "Beast Butler" which the military executions had earned him was added "Spoons Butler."

Historians agree that Ben Butler was a brilliant military commander. A keen strategist, he helped plan many successful campaigns. They agree also that he was unswervingly loyal to the Union, although his personal loyalty to President Lincoln has been questioned. Despite his bluntness and his sternness, Butler was a leader of men. On the Union side two men peculiarly held the devotion of their troops, George McClellan and Ben Butler, and both had political ambition.

There is considerable evidence that Butler was not in favor of Lincoln's reelection in 1864, and that for a time he considered coming out openly for McLellan. Several historians, including Carl Sandburg, accept the statement which appears in Butler's published correspondence that Lincoln actually offered the vice-presidency to Butler at that time, as a means of assuring that Butler should not go over into the McLellan camp. But the great historian Randall doubts very much the truth of that assertion. He found no evidence whatever for it except Butler's own unsupported word. Randall does contend, however, that Butler had a leading part in the shelving of Hannibal Hamlin and the nomination of Andrew Johnson as Lincoln's running mate.

After Lincoln's assassination and the end of the war, Butler may have regretted his earlier support of Johnson. He regarded the new President's continuation of Lincoln's policy of conciliation as weak and stupid. The South was beaten; let her now be crushed never to rise again. A tough policy was all that would satisfy tough Ben Butler. Elected to Congress in 1866, Butler became the leader of the radical anti-Johnson faction. In 1868 he threw all his energies into the impeachment trial, and opened that trial with a four-hour speech. Deeply disappointed, when the Senate failed to convict the President, the General decided to become a candidate for President himself. Still identified with the Republican Party, which he had come near to deserting in favor of his fellow general, George McLellan, he soon had the political sense to see that no one stood any chance against the great popularity of General Grant. Suddenly Butler switched his own supporters to Grant, with the result that, when Grant became

President, Ben became the dispenser of patronage in Massachusetts, what Holzman calls "an autocrat in the Massachusetts political sphere."

During his eleven years in Congress Butler had become interested in the currency question. Back in his home state, he became New England's best known opponent of the return to specie payments. The Redemption Act of 1875 promised that beginning on January 1, 1879, the Treasury would redeem in gold any greenbacks that were presented for redemption. Butler joined the Greenback party, which advocated the issuance of fiat money—treasury notes put out without even the promise to pay in gold and silver.

Butler, who had now been a Republican, a Greenback, and a Republican again, renounced the Republican party in 1880, and avowed allegiance to the Democrats. With their nomination he won the governorship of Massachusetts in 1881.

Ever since Harvard had possessed the authority to confer honorary degrees, its Doctor of Laws had been bestowed upon the Governor of Massachusetts. But the University refused so to honor Governor Butler. One of Butler's accusations concerning the Tewksbury asylum had been that it handed over bodies, even dug them up from its cemetery, for the Harvard Medical School.

Butler was defeated for reelection in 1882, but four years later he made another sortie into the political arena. He accepted the nomination of the Greenback party for President of the United States. In 1880 that party had polled 300,000 votes, but in 1884 Butler got only 125,000, fewer even than those of the Prohibition candidate.

In 1889 the stormy figure who had graduated 51 years before came to Waterville and addressed the alumni of his alma mater. He chose for his topic "Union of the English Speaking Peoples," proposing that a political union be established, with Great Britain, Canada and the United States as its members. Thus Clarence Streit's "Union Now" was anticipated by nearly half a century. The idea in 1889 was just as fantastic as Butler's greenbacks had been in 1879. Ben Butler was a man of unpredictable causes.

A comprehensive analysis of this puzzling figure in American history has been made by Holzman.

Ben Butler had the attributes that should have made him one of the greatest American heroes. He was a conspicuous success at law, business and politics, and as a military commander he was unsurpassed. He was a dauntless fighter, usually against tremendous odds. . . . Why has he not survived as a truly great American? The answer is that, with all of his merits, he had more than his share of demerits. . . . In addition to taking a strong personal position on every question, Butler offended people readily. . . . He antagonized by his very manner. He laid himself open to attack by his disregard of red tape. His whole person breathed contention and effrontery. He was a vindictive fighter. . . . In everything he was an opportunist. He did not tie himself to permanent principles, nor was he bound by issues. . . . There is no scintilla of evidence that he profited personally from government operations. Though he died worth seven million dollars, no one could prove that a penny of it had been secured dishonestly. . . . Perhaps his greatest accomplishment was the ability to get things done. When something had to be done, Butler was the man to do it. If one's country is engaged in a great war, it is comforting to know that a Butler might be found, who could fight to win and no questions asked.<sup>12</sup>



All that we have so far recounted about General Benjamin F. Butler can be found in previous publications; in his own autobiography published in 1892, in the five volumes of his official correspondence during the Civil War, in Bland's biography of 1879, and in Holzman's newer and more careful biography of 1954. Magazine articles and newspaper clippings about the man would fill a big barrel. There is one thing, however, that can be added in this chapter of the history of Ben Butler's college. What kind of person was he during the four years of his college course?

Public information about Ben Butler during his college years comes chiefly from his own pen. Admittedly he was an aged man when his autobiography called *Butler's Book* came from the press of A. M. Thayer and Company in Boston in 1892. Possibly time had erased some memories, enhanced others, and even caused a few figments of imagination now to appear as historical fact. Whittemore says nothing about Butler as a student except that he made chairs in the workshop.<sup>13</sup>

The one college episode which the autobiography discusses at length is his attempt to be excused from chapel attendance. He says,

I therefore sent a petition to the President, couched in the most modest and most carefully chosen language I could command. It was easy to foresee the result of addressing such a paper to a conscientious body of men thoroughly imbued with the belief that what I claimed was little if any short of blasphemy.<sup>14</sup>

At that time the records of the faculty, called the Executive Government of the College, were carefully kept. Whenever a petition reached them—and the President was required by regulations of the Trustees to lay all such papers before the assembled group—the substance of the petition and sometimes even its complete text was placed in the record. Between 1834 and 1838, when Ben Butler was one of its students, no such petition as the autobiography described is mentioned. It made a neat story to tell more than fifty years later, when an old statesman of many a stormy political scene was writing his reminiscences. Perhaps something like it may have happened, but so complete are the faculty records on other matters that we must register an honest doubt.

So persistent was the legend of Ben Butler as a campus prankster that as late as 1957, when Lloyd C. M. Hare wrote a long article on the General for the *Vineyard Gazette* of Vineyard Haven, Mass.,<sup>15</sup> he presented as authentic fact that Butler was the leader of a group of 'juvenile delinquents' who harassed the faculty.

They burned lamps late in the night, and toiled diligently to think of questions and answers with which to confound the tutors, and were eminently successful in producing chaos in the temples of petrified learning. For their pains they were dubbed blasphemous. The faculty had its small measure of revenge. Ben's scholastic standing was drastically reduced by a system of demerits dispensed for each saucy rebuttal. The lad's lean pocketbook was sadly nicked by repeated fines of ten cents each time he refused to attend prayers and sermons. When Ben graduated in 1838, the faculty was glad to see him go.

In 1900 the *Boston Globe* said:

Ben Butler was a rowdy in college. Nothing was better suited to his nature than to be engaged in some brawl or up to some trick on a poor theologian. He bade blasphemous defiance to law, order, and the rules of the college. He tried to become president of one of the literary societies. The mere mention of his name in such a connection so shocked the ears of the members that he met with signal defeat. Over and over again he tried his best to get the office, and over and over again he was defeated.

Even a graduate of Colby who signed himself "Eighty Blank," who had heard Butler's English Union address in 1889, went so far as to think that Butler did not even graduate from the College. He wrote:

Some of Butler's biographers state that he was graduated in the Class of 1838, but when I was a student at Colby we were told, when distinguished alumni were mentioned, that Benjamin Butler had left college before graduation, and we always inferred that his leaving was not of his own volition, as many escapades while he was in college were a matter of tradition, and were well known to all of us.

What are the facts which confront this very substantial tradition? What do the official records of Colby College have to say about Benjamin F. Butler of the Class of 1838?

Whenever a student was disciplined, by reprimand or fine or suspension, the fact was recorded in the faculty minutes. Numerous are such records between 1834 and 1838. During those years Asa M. was censured for "violating the college laws by disorderly conduct in his room." William R. was "rusticated" to the care of a minister in Cherryfield. George A. was "put on special probation for idleness in attention to college duties." Walter J. was "expelled for neglect of study and immoral conduct." E. and C. were "put on special probation for repeated insulting disturbances in their room." Henry K. was required to "make confession before his class of the impropriety of his conduct in reading a certain composition on Monday the 24th instant, and must promise to give strict obedience to the college laws hereafter." Not a week went by without several students receiving fines of six and a quarter, twelve and a half, or twenty-five cents. During all this time, on all the pages of the record, the name of Benjamin F. Butler is never found as an object of discipline. In 1834-35 there are just two references to this student. On February 18, 1835, it was voted that "Freshman Butler be excused from absence till the eleventh of the month." When the college year ended, the faculty on August 1 listed among those to be advanced to sophomore standing Benjamin F. Butler.

In 1837 Ben was assigned and satisfactorily performed a part in the annual exhibition. When the spring term started in March of his senior year, the faculty granted him an extension of two weeks to the already long winter vacation, in order that he might complete his engagement to teach a rural school. At the Commencement in 1838, he delivered his part in the graduation program at the Baptist church and received his diploma.

One who reads of Butler's many alleged escapades may suspect that he was just too clever to get caught, that the faculty records mention no disciplinary action against the fellow because he always kept one jump ahead of the authorities. But such a conclusion is unlikely. In those days, a tutor (we would now call him an instructor) lived in each of the two dormitories with the students. Dur-



ing Butler's four years in college the total number of students did not exceed 70, including those who commuted. Furthermore, those tutors were young men who had themselves been students in the same college not more than two or three years earlier. They knew from recent and intimate experiences the ways of college boys. Ben Butler might have deceived the older professors, but it could hardly have pulled the wool over the sharp eyes and ready ears of Tutor Randall and Tutor Lamson.

So much for the negative evidence. Like all such negations, it is of course only indicative and proves nothing. Fortunately more positive evidence corroborates the assumption made from a perusal of the faculty records. That evidence is found in the records of the Erosophian Adelphi, the college literary society to which Butler belonged. This society was organized in 1835, and the third name on its list of members was Benjamin F. Butler. In March, 1836, when he was only a sophomore, Ben was elected lector of the society, in which capacity it was his duty to read what were called the anonymous contributions, about which we shall have more to say in the chapter on fraternities. This fellow, whom tradition pictures as a constant prankster without a serious thought, urged the Erosophians to obtain a locked box for the preservation of their records, and he was himself commissioned to carry out the project. It is interesting to note, a hundred and twenty years later, that, while many records of the early days have been lost, those of the Erosophian Adelphi have been preserved intact from the first meeting to the last.

In May of his sophomore year, Butler participated in the society's debate, defending the negative on the question, Does the manner of an orator's delivery exert more influence than the composition of his discourse? The next month he was on the winning affirmative side of the question, Ought the bodies of any persons except criminals be given up by the law for dissection by medical students? This is especially interesting in light of his attack more than forty years later on the authorities at the Tewksbury Asylum for doing the very thing he defended in that 1836 debate.

It is clear that, before he reached his junior year in college, the small hundred pound Ben Butler was already recognized by his fellow students as a serious and responsible leader. In June, 1836, he persuaded the Erosophians to open their library to any member of the college on payment of an annual fee of two dollars. Disgusted at the practice of members leaving during a meeting, Butler secured a vote of the Erosophians that the roll be called at the close as well as the opening of each meeting, and that members absent at either roll call be fined. That motion was made by the young man who was supposed to be the very sort who would be most adept at skipping out of meetings.

In November, 1836, Butler read before the society an essay on Politeness. In the following October he lectured before the society on the subject of Chemistry, on the same occasion presenting to the Erosophian library a book on Animal Magnetism.

On April 4, 1838, only five months after Elijah Lovejoy had met death at the hands of the Alton mob, the Erosophians debated the question, Was the course pursued by the Rev. Mr. Lovejoy at Alton right and expedient? Ben Butler took the affirmative and won by a very close margin, eleven to ten. So divided was the opinion about Lovejoy's action throughout New England at the time that even in his own college, one of the societies could muster almost a majority to disapprove his course.

Ben Butler was devoted to the task of building up the Erosophian library. He persuaded the society to employ an agent to solicit donations in the Kennebec towns and as far away as Wiscasset. Lest the rival society, the Literary Fraternity, beat them in implementing the same idea, it was voted "to keep the above vote a profound secret."

On April 28, 1838, Butler was elected president of the Erosophian Adelphi. The big event of every year was the society's anniversary celebration, at which some prominent man was always the orator. When the time drew near for that occasion at the Commencement in 1838, for some reason Mr. Curtis, the orator, declined to deliver his address. Guptill, chairman of the society's anniversary committee, resigned in wrath. At the last moment Ben Butler took over, succeeded in pacifying Curtis, arranged for the event to be postponed from Tuesday to Wednesday evening of commencement week, and got Curtis down from Boston to deliver what the local press called "a brilliant oration."

When the lock on the door of the library was broken and certain depredations were committed, the chairman of the committee to "ferret out the perpetrators of this outrage" was Ben Butler. Soon afterward the society decided they needed better quarters for their library, and whom did they select to go before the faculty with their plea for use of a larger and better room? The student who represented them, ably and successfully, was the one whom tradition tells us was a constant violator of college rules and one whom the faculty was glad to see go. If that was the kind of reputation this pleader for a favor had in faculty circles, we can only say that faculties have changed a lot since 1838.

Anyhow, there is the official record. In Waterville College one of the best behaved and most respected students was the little fellow from Lowell, Massachusetts, who could scarcely tip the scales at a hundred pounds and who in later years became the most controversial of all the Civil War generals.

Quite different men were Elijah Parish Lovejoy and Benjamin Franklin Butler. Both were ardent, energetic workers, able to carry on several tasks at the same time. Both had the stubborn determination of a bulldog. Both became controversial figures on the American political scene. But there was one tremendous difference between them. Ben Butler's vaulting ambition led him into equivocal statements and dubious actions, while Elijah Lovejoy, ambitious only for his cause, forgot himself into immortality.





## CHAPTER XIV

### *The College Lands*

WHEN our early American colleges were founded, the colonial and state legislatures found it difficult to make grants of money. Often such grants were indeed made, to the extent of a few thousand dollars annually for a period of years, to assist with meeting current expenses. But the states had no funds with which to make substantial cash endowments. What they did have in vast quantity was land, and with land grants they gave their academies and colleges a start.

It was natural, therefore, that the Trustees of the Maine Literary and Theological Institution should give a great deal of attention to their grant of land from the Massachusetts Legislature, made in 1813. That charter, in which was incorporated that "there be and hereby is granted a township of land six miles square," did not specify the location of the grant, and it was not until 1815 that it was fixed as a tract in the wilderness of Eastern Maine on the Penobscot River.

Even before the location of the grant, the Trustees had made definite plans for its use and sale. Part of its use was to be the placing of an institution on the tract, and sale was to be made of the area not needed for the educational plant. An important factor in the development of any such tract of land was the building of adequate roads. Hence, in May 1813, two years before they knew where their land was to be, the Trustees passed a vote concerning roads. Running north and south through the center of the tract, with three miles of it on each side, was to be a road five rods wide. On each side of that center road were to be two more roads, 400 rods distant from each other, and four rods wide. That made a total of five roads running the length of the tract. The roads from east to west, crossing the width of the area, were to be three in number, one through the center, and the other two 480 rods north and south respectively of the center road.

The Board had not yet selected a surveyor, but they laid down regulations to guide one when the land should be located and a surveyor named. He was to lay out the township into 24 long squares, sixteen of which would be equal, each containing 1200 acres. Each of eight other squares would have 480 acres. That plan would divide the entire 23,040 acres of the township. The Trustees decreed that "no person shall have liberty to purchase more than two hundred acres within a mile and a half of the Institution, nor more than five hundred acres in the whole township." That was to assure an adequate number of settlers.

Knowing that they could sell little of the land for cash, the Board, even before they had any actual land to sell, made plans for sale on credit:



The committee is directed to sell lands in said town and to give deeds to persons wishing to buy on credit, said purchasers giving back to the committee a mortgage on the land sold, with as much advance pay or such other security as the committee shall deem necessary.

Knowing also that any grant located by the Land Agent was sure to be in an unsettled area, the Trustees took precautions to assure the early presence of neighbors.

Voted, that all persons who shall purchase land in the township, within one and one-half miles of the Institution, shall be holden to begin a settlement on the premises within three years after such purchase has been made.

By agreement with the Trustee Committee on Lands, a specific grant was designated on June 12, 1815, by William Smith, Agent for the Eastern Lands of the Commonwealth of Massachusetts. Because of its importance in the history of the college, the complete text is inserted here.

Whereas by a resolve of the General Court of the Commonwealth of Massachusetts, passed February 15, 1813, the Agent for the Sale of the Eastern Lands was authorized to give a deed of a township of land, now therefor I do, in behalf of the said Commonwealth, assign, relinquish and quit claim to the Trustees of the Maine Literary and Theological Institution all right, title and interest of said Commonwealth in a township of land Number Three on the west side of the Penobscot river, being one of the townships purchased from the Penobscot tribe of Indians, containing 29,164 acres, as the same was surveyed by Park Holland, Jonathan Maynard and John Chamberlain, by direction of Salem Town in the year of 1797, bounded as follows: on the east by the Penobscot river; on the south by Township No. 4; on the west by Township No. 1 of the fourth and fifth ranges of townships north of the Waldo Patent; on the north by Township No. 1 in the first and second ranges of township purchased from the Indians.

There are reserved, however, 2600 acres to be laid out in lots of one hundred acres each, on a road to be made through said township agreeable to a contract entered into by the undersigned agent with John Bennock, which lots are reserved for defraying the expenses of said road.

It is further conditioned that the said trustees shall lay out and convey to each settler who settled said tract before January 1, 1784, or his heirs or assigns, one hundred acres each, to be held in fee simple, and so laid out as to best include the settlers' improvements and to be least injurious to the adjoining lands. And the trustees shall also lay out four lots of 320 acres each for the following uses: one lot for the use of the ministry; one for the use of the schools; one for the first settled minister, to be his property; and one for the future disposition of the General Court; and they shall also settle in said township twenty families within six years from the date hereof, including those now settled thereon.

Under the above conditions the Trustees of the Maine Literary and Theological Institution shall have and hold the aforegranted premises

forever, for the use, benefit and purpose of supporting said Institution, and to be by them holden in their corporate capacity in full consideration for the grant made by an act passed February 27, 1813.

On August 9, 1815, only two months after the designation by the Agent, the Trustees voted to send a committee of three members to the township, to ascertain its quality and situation and the expediency of erecting buildings of the Institution upon it. That committee, composed of John Neal, David Nelson, and Elder Thomas Francis, duly reported, at a special meeting called on September 27, that the township was not suitable as a site for the Institution. As we have noted in an earlier chapter, the Board then successfully petitioned the Massachusetts legislature for permission to locate the college elsewhere.

The text of Agent Smith's particular grant gives the surprising information that, deep in the wilderness as the location was, it was not completely uninhabited. In fact settlers had established some sort of foothold upon it earlier than 1784. Hence the college trustees were required to recognize those settlers by individual deeds, as ordered in the document. This explains also a vote passed on February 25, 1818:

John Neal is hereby empowered to proceed to our land on the Penobscot and take care of the timber now cut or cutting by persons without authority, to settle with them or commence prosecution, as he shall deem best for the Institution.

Thus, like many another owner of Maine lands, the college trustees had trouble with squatters as well as with previous legitimate settlers. "Taking off timber" was for a long time a kind of expected sport in Maine, something like cattle rustling in the West of a later day. To protect its timber from such depredations was a harder task for the Trustees than to deal with resident squatters.

In 1819 Otis Briggs was made agent of the committee in charge of the lands and he proceeded to negotiate sales. The college took numerous notes that became increasingly hard to collect. By 1825, when little money had been realized and only notes of dubious value could show for their efforts, the committee was authorized to inform all purchasers of land whose bonds had expired that no further leniency would be shown after August 14, 1829, if the full interest then due on their notes had not been paid. It thus appears that there had been trouble in collecting even the interest on the notes, to say nothing of the principal.

The previous votes to spend a total of fifteen percent on roads actually meant that allowance to purchasers. A buyer could work off fifteen percent of his note by labor at road building. It turned out that some of the settlers wouldn't even do that, for in 1830, after Briggs had been the agent for eleven years, the Board voted:

The Treasurer shall commence action against such settlers on the Penobscot Township as shall have failed on or before October 15, 1830, to have worked out the fifteen percent on the roads, heretofore allowed on the amount of their purchases. If any settler shall fail to work out, during this season, the fifteen percent required on the river road, the agent shall allow all other settlers to work out to an amount equal to such deficiency.



Some of the settlers had been on the tract for a long time, holding their original claims directly from Massachusetts under conditions which demanded their work on roads. Agent Briggs explained to the Trustees in 1830 that he had urged the settlers to make the river road on the same terms. Nine years had elapsed and that road had not yet been built. The settlers were supposed to fell the trees for a width of four rods, clear out stumps and stones, and for the width of one rod level the ground sufficiently for the passage of wheeled vehicles. Briggs said the road would cost one hundred dollars per mile. (Compare that with the modern cost of the national expressways.) There would be four bridges, one of which had already been built, but the agent would not accept it because it was not high enough. Concerning another bridge, the agent said,

I contracted for it with Mr. Eldridge for \$62.50, to get a debt which he owed to the Trustees for stumpage of timber which he cut on his back lot, and which he calculated at the time Mr. Stephen Kimball would pay for, but he did not.

Running north and south through the township, about two miles from its western edge was an old road built by the Commonwealth of Massachusetts before the College had received the grant. In honor of the man who had done most to open up the region, it was called the Bennock road. Over this road, in 1830, passed the weekly mail. The post rider complained bitterly at the neglect of that old road. While the new owners were putting their attention on additional roads, the existing road was going to ruin. Agent Briggs insisted that repairs must be made on the Bennock road. "Roads are important to the College. They facilitate settlement, and without them we cannot profitably sell the lots."

The Penobscot Lands had not been entirely profitless after fifteen years in the possession of the College. Briggs reported that he had collected on notes \$2400, and had received for stumpage about \$3000. In 1831 he was able to state that timber on the unsold lots had been auctioned for \$4312, and the purchasers given five years to remove it. But this money was not in cash, for the College took notes, payable in five annual installments.

The summer of 1831 saw, at last, the completion of the river road. Briggs reported:

I personally attended to the opening of the river road. Working with the men, I made a good turnpike road through woodland. The cost, receipted to the settlers on the fifteen percent provision, was \$452.50, exclusive of the agent's time. The spring freshet had caused us to lose bridges and causeways, necessitating their rebuilding at an added expense of three hundred dollars.

Evidently the College didn't make the needed repairs on the Bennock road, for Agent Briggs said:

The Bennock road, as you know, is a mail route, and complaints have been made to the court, which would have attached our land had not a respectable citizen assured the court he would be responsible for the College doing all that should be done in the public interest. Your agent therefore asked the Chief Justice what, in his judgment it would

be necessary to expend on the road, and he has recommended \$300. This should be done immediately.

A good deal of sub-letting and sub-contracting went on. A man named Swett agreed to get fifteen settlers to purchase lots if the College would give him a double lot of two hundred acres on which he himself would settle. The Trustees agreed, provided he would get the fifteen settlers to purchase hundred acre lots at one dollar an acre. Swett never secured his fifteen settlers, and there followed years of litigation for his own two hundred acres.

Agent Briggs rightly insisted that the inhabitants ought, for the sake of the community, to give work on the roads, in addition to the work for which they received credit on their purchases. The settlers protested that, since their bonds had expired, the College had the power to drive them out at any time. So why should they give labor that would not benefit themselves? Briggs therefore proposed, and the Trustees agreed, to renew the old bonds and take notes for the amount due on them, giving the settlers an additional period of five years to make payment.

The year 1831 added \$1368 to cash receipts from the lands. Timber sold amounted to \$850, a trespass action brought \$200, and \$312 was collected from settlers.

In 1832 the township was organized into the Plantation of Argyle, and seven years later was incorporated as a town. In 1844, the southern part was taken from Argyle to form the town of Alton. The obligation of the College for roads was somewhat relieved when Argyle Plantation voted to raise a thousand dollars for highways. But complications regarding the purchase of lands only multiplied. When payment became too slow or a settler moved away, the agent proceeded to resell the lot.

I sold Isaac Mansell's lot to Foster Delano for \$250, and Amiel Rand's lot to his son Jack for \$220, also the Judkins' lot to James Morrison for \$200, and he paid me by work on the road \$25.

First evidence of interest in the college lands by the lumber companies is contained in the agent's report for 1832, when he stated that 200 acres of land had been sold for \$700 to the Sugar Island Side Boom Company, to be paid in five annual installments.

In 1835 a land speculator entered the scene in the person of Cyrus Moore of Dover, who made a deal with one Silas Barnard to take over a bond which the latter held to purchase 10,000 acres of the college lands west of the Bennock road for \$1.50 an acre. Barnard agreed to divide with Moore all profit above the price specified in the bond. Trying to sell lots to prospective buyers in Boston, Moore found he could not complete sales before the expiration of the bond; so he purchased the land outright by making himself responsible to the College for Barnard's bond. Subsequent attempts by Moore to sell lots proving unsuccessful, he made the following plea to the college trustees in 1842:

Do you not think justice requires you to make some remuneration, either in money or in land, as you certainly have plenty of the latter if not of the former? I have paid to the College something like \$15,000 and have never received one cent therefor. All I ask of the College is to put themselves in my situation and see if they would think it right



and just to receive something in return for \$15,000, especially if they had lost their all and had become poor.

Moore and two associates, Robinson and Plummer, had given the college a note for \$3831 in 1835. No bank would discount that note without a responsible personal endorsement. After holding the note for two years, and being badly in need of funds, the Trustees persuaded their fellow member, Timothy Boutelle, to endorse the note, so that the Ticonic Bank would accept it. In 1838, when the note fell due, all of the three signers, including Moore, were insolvent, so that Boutelle was obliged to pay the note at the bank. The Trustees then agreed that, if Moore did not recompense Boutelle within ninety days, the College would convey to Boutelle the 10,000 acres of land involved, provided he take up another note of Moore's amounting also to \$3731. When Moore defaulted, the lands became Boutelle's property for his total payment of \$7662.

Such was the situation when, in 1842, Boutelle appealed to his fellow trustees as follows:

When I agreed to take the land in payment of the two notes, I was constrained to do so rather from the utter inability of the College to refund to me the money thus advanced than from any expectation of making a profitable investment. The financial affairs of the College having now somewhat improved, I would propose to give up this contract for the land and have the College pay me the sums I have paid toward it, and I will waive the five years of interest on my money. I agree further to discount the entire amount by \$1000 and give the College five or six years to pay the balance.

Generous as was Boutelle's offer, his fellow trustees turned it down. The committee appointed to consider the matter reported:

Although Mr. Boutelle's proposition is highly liberal, we do not conceive it to be for the best interests of the College to repurchase the land. Great credit is justly due him for the timely and necessary aid which the College realized when Mr. Boutelle took over the notes. But, as the transaction did not take the character of a loan of money upon a pledge of the property, and as the College entered into no stipulation under any circumstances to receive it back, we do not consider the College under any obligation, moral or equitable, to take it again. We trust that Mr. Boutelle will not be a loser by the efforts he has made, in the most disinterested manner for relief of the College.

At the same meeting the Trustees dealt with the petition of Moore, asking that he be granted additional lands to relieve his losses.

We are not aware that Moore has any claim, either in law or in equity. As the funds of the College are held in trust, the Trustees cannot consistently appropriate to his use any part of their available means. They regret his losses. It was doubtless a speculation into which he entered with the hope of gain. If he has been disappointed, he suffers in common with many others who have failed to realize their expectations.

The matter dragged along until 1847, Moore continuing to press his claim. He had originally paid one-fifth of the purchase price, or \$3000, in cash. He

later paid \$831 and, together with Robinson and Plummer, gave four notes of \$3831 each. Two of the notes were paid as they fell due, and it was the remaining two for which Boutelle became responsible. Since the College had actually received \$11,493 and Boutelle had possession of the whole 10,000 acres, Moore felt it only fair that he get some relief. This time the Trustees felt more lenient toward him than they had in 1842, for they agreed to give him three hundred acres of land.

Trouble with timber robbers seemed never to end, but the Trustees were quite willing to leave that warfare to Timothy Boutelle. In 1848 they voted,

In our opinion, Mr. Boutelle became beneficially interested in said timber after 1839, and if any timber has been taken off by trespassers since that time, the right of reclamation belongs to Mr. Boutelle, and he is hereby authorized to proceed in the name of the Trustees of Waterville College, but without any expense to them.

After 1850 the records of the Trustees contain no further reference to the Argyle lands. So confusing are the financial reports, it is impossible to tell how much money the College finally received from the sale of lands and timber. It is clear, however, that by the mid-century all had been sold, though a few dubious mortgage notes were still held by the treasurer. Net proceeds to the College could hardly have exceeded \$25,000, after deducting the cost of surveys, agent's fees, and building of roads, as well as cost of some unsuccessful litigation. The College had held part of the land for thirty-five years, so that it may safely be assumed that the total return averaged much less than a thousand dollars a year.

In 1861 the State of Maine granted to Waterville College an additional tract of land. The grant was of two half townships to be selected by the Land Agent and was to be bestowed only if the College should raise before April 1, 1863, a subscription of \$20,000. This grant lay almost due north of Moosehead Lake. The two half townships were not contiguous. One was in Township 11, Range 16, in the northwestern part of the state, three miles due west of Long and Umsaskis lakes, and nine townships north of the northernmost arm of Moosehead. Through it ran the main stream of the St. John River after its north and south branches joined near the township's southwest corner. The other tract was in Township 6, Range 17, five townships south and one west of the first tract. It was three townships due west of Caucomagomac Lake.

Isaac Love was selected as agent to raise the necessary \$20,000. At the annual meeting of the Trustees in 1862, he was able to report that he had secured subscriptions of \$23,210, of which \$14,033 had already been paid; so the land now irrevocably belonged to the College. Concerning those two half townships, Agent Love said:

It is impossible to ascertain the value of this land grant until the property has been converted into money. Land in Maine is worth from nothing to \$300 an acre, and public lands are valuable in proportion to the amount of white pine timber they will yield, the quantity of it when converted into lumber, the proximity of the lands to floating water leading to the seaboard, and the infelicities in the surroundings for thieves to steal. There are still in Maine ninety townships of public land containing about two million acres or more than three thousand square miles, which is equivalent to one-tenth of the area of the whole



state and is three times the area of the entire state of Rhode Island. I have seen many a lot which would yield a hundred thousand feet of first quality pine lumber per acre, worth for stumpage from two to five dollars per thousand feet. If the College grant proves to be located in some marsh without timber, its 23,040 acres would be worth exactly 23,040 times nothing. If it should be located where half is well wooded with white pine, it would be worth at least five times as much as all the property Waterville College has ever owned.

This new grant sold as slowly as had the original Argyle lands. Needing money badly for remodeling of South College and for other expenses, the Trustees authorized the Prudential Committee, in 1874, to negotiate sale of all wild lands belonging to the College, and if satisfactory sale could not be made, to mortgage the lands.

As late as 1893, the College still held title to 8600 acres, or about three-quarters of the grant in Township 6, Range 17, and 5785 acres, about one-quarter, in Township 11, Range 16. The committee was instructed to hasten sale of those remaining acres. But the whole nation was soon hard hit by the financial panic of 1893, and in the following year the committee reported that they had not pushed for land sales because of the distressed situation of the country.

It was at the annual meeting in 1899, thirty-eight years after the Maine legislature had made the grant, that the Trustees finally learned that they were no longer owners of wild land in the Maine woods. The last holdings in the northern tract had gone for \$1.40 an acre, yielding \$12,327. In the southern tract, the price had been only 83 cents an acre, and the yield only \$4705. But happily, unlike the old Argyle business, these sales involved no notes, and the whole \$18,032 had been paid into the college treasury. The committee pointed out that the lower value of the southern tract was owing to the depletion of its timber. Already it had been cut and had provided the College with a substantial sum for stumpage.

The grant of those lands north of Moosehead Lake proved much more profitable than had the grant on the Penobscot. Altogether the College received \$47,370.<sup>1</sup> That was the final result of more than eighty years that Colby College spent in the real estate business. It was a long time, filled with much work and much anxiety. It concerned good and bad settlers, honest and shady speculators, surveyors and agents, lumber buyers and mill builders, squatters and timber thieves. And, though it all brought in less than \$75,000, that money made a lot of difference to a college treasurer who too often had to close his books in red ink rather than black.

## CHAPTER XV

### *Calm Before The Storm*

WHEN President Sheldon resigned, the Trustees were eager to place Professor Champlin in the presidential chair, but he would not consent. He did agree to serve as Acting President until the Board found a successor to Sheldon. The senior professor picked up the administrative reins just in time to be in the midst of a bitter controversy between the Board and their former treasurer, James Stackpole, who had resigned both the treasurership and his trusteeship in 1851. Stackpole claimed that the College owed him \$1200 for services. After giving the former treasurer a hearing before the full Board, the Trustees voted unanimously that he was entitled to no further claim. The matter dragged on for several years, during which Stackpole refused to turn over \$1200 of the college funds which he had held back when his accounts were settled. Finally he gave up the fight, and returned the money at the rate of \$200 a year for six years. It was a most unfortunate affair, alienating a prominent Waterville family which had long been identified with the College. The evidence available a hundred years after the event clearly indicates, however, that the Trustees were right. Stackpole had received all the compensation legally voted to him. His further claim may have had some grounds in oral conversation with individual trustees, but it had never been confirmed by vote.

During that interim period Champlin also had to face dissension in the faculty and complaints from students about some of the instruction. The onus was borne chiefly by Samuel K. Smith, who had become Professor of Rhetoric in 1850, and whose teaching load by 1853 had become unreasonably heavy. The whole matter was laid before the Trustees at their annual meeting in that year. A committee was appointed "to inquire whether the Department of Rhetoric and Elocution, as now conducted, meets the demands of college discipline and the just and reasonable expectations of the guardians thereof." The same committee was asked to consider "whether any different distribution can be made of the duties assigned to the different professors, or any transfer of professors to other departments, which would be more in the interest of the College and the value of its instruction; also whether changes may profitably be made in methods of instruction." The committee recommended that Professor Kendall Brooks be transferred from Chemistry and Natural History to Mathematics and Natural Philosophy. That change opened the way for the appointment to the faculty of a man who was to play a distinguished part in promoting the welfare of the College, for Charles E. Hamlin was in 1853 made Professor of Chemistry and Natural History. The inquiry into the Department of Rhetoric ended with a more reasonable teaching load for Smith.



The man who had been most gratified by President Sheldon's resignation was the secretary of the Trustees, Rev. Nathan Wood, stern Calvinist pastor of the Waterville Baptist Church. He at once began a campaign for the reelection of the former president, Robert Pattison, who had headed the College fifteen years earlier and whose Baptist conservatism was assured. At the annual meeting in 1853, Wood secured a vote, inviting Pattison to return to the presidency at \$1200 a year, and giving him three months to decide whether to accept. Reluctantly, but with sincere desire to help the College when it had suffered such a severe blow by the simultaneous loss of Sheldon, Loomis and Keely, Dr. Pattison returned to the presidency in 1854.

When Pattison began his second administration, the financial condition of the College was somewhat better than it had been in the 1840's. Tuition had been raised to ten dollars a term (\$30 a year). Each year's operation was showing a slight surplus. Enrollment exceeded 90 students, and it became difficult for five full-time teachers and a part-time teaching president to give the necessary instruction. Champlin took care of Greek and Latin, with the help of Tutor Theophilus Abbott. In addition to his teaching of rhetoric and elocution, Samuel K. Smith was librarian. Mathematics and Natural Philosophy (today designated as physics) was taught by Brooks, while Chemistry and Natural History (botany, zoology, geology, paleontology, etc.) were in the hands of Hamlin. The Trustees determined to add another man to the faculty, and voted:

The cause of education and the best interests of the College demand the establishment of another professorship at the earliest practical moment when funds for its endowment can be obtained.

To implement the above vote, the Board authorized the raising of \$20,000 by public subscription, of which \$12,000 would be used to endow the new professorship and \$8000 would be set aside as a scholarship fund. To induce prospective givers, the same scheme was employed as that used when funds were raised for Recitation Hall, except that this time double use of the same dollar was not contemplated. But donors could still control designated scholarships. The vote of the Board provided:

When any person shall subscribe and pay at least \$500, that sum shall constitute a scholarship, to receive the name designated by the donor, who shall be entitled during his life to the nomination of the candidate to receive the benefit of the same.

Records of the many financial campaigns conducted before 1900 do not always make clear the compensation paid to the agents, but in this case it is laid down in the minutes of the Trustees. The agent was to receive a salary of \$400 a year, his traveling expenses, and one and one-half percent of all money he collected.

When Professor Brooks resigned in 1855, Moses Lyford became Professor of Mathematics and Natural Philosophy, in which position he rendered distinguished service for twenty-eight years.

At their annual meeting in August, 1855, the Trustees decided the time had come to raise substantial endowment. They set the proposed figure at \$50,000, an amount far beyond any previous attempt. That Secretary Wood and his fellow conservative Baptists had a hand in working out the provisions is made clear by the Board's vote that,

as soon as the sum of \$50,000 has been paid into the treasury, the room rent of all worthy candidates for the ministry who are students in the College shall be remitted, and one thousand dollars shall be appropriated annually to maintain a theological course.

To be sure that the theological course would be sound and orthodox, it was voted that,

the lectures in this course and details of the department shall be arranged by a committee of three from the Trustees of the College in co-operation with a committee of three appointed by the Maine Baptist Convention.

The plan failed to materialize, and the theological course, which Babcock had unsuccessfully tried to revive many years earlier, was never reestablished.

By 1856 the College was again having trouble collecting its bills. Although a bond of \$200 was legally required from each student, the requirement seems not to have been enforced, and the treasurer reported a long list of delinquents. The Board therefore voted to authorize the treasurer "to bring suit, if necessary, to collect all debts for term bills or other indebtedness, which had been pending for more than two years."

When the Trustees assembled in annual meeting in 1856, for the first time since 1821 they met without the presence of the man who had more than once saved the institution from bankruptcy, Squire Timothy Boutelle. In gratitude for his distinguished service, the Board spread upon their records this memorial of that leading citizen of Waterville, who had died in the previous autumn.

In 1821, when this Board was incorporated, Hon. T. Boutelle was one of its members and continued in this office till his decease, November 12, 1855, aged 78 years. While we leave it to the religious society with which he was connected [Boutelle was not a Baptist] to estimate his religious character, and to his political friends to care for his fame as a statesman, and to members of the legal profession to set forth his abilities as a counselor at law, and to the people of Waterville, where he resided for more than half a century, to honor his virtues as a citizen, we feel it our duty and privilege to record our recollections of him as a wise and judicious friend of science and literature and as a firm and persevering friend of Waterville College. He appreciated mental culture and esteemed its worth in all degrees of its progress. He saw its importance in our growing country and was ready to labor and sacrifice for its advancement. He cultivated science as a pleasant and useful employment through life. The minds which he helped to cultivate are living memorials of the worth of his labors.

The year of 1856 was also momentous in seeing the salaries of all professors placed for the first time at a thousand dollars a year. It must be admitted, however, that this decision was not quite so generous as appeared on the surface. The "nigger in the woodpile" was the proposal made by the faculty, each of whom offered to give \$200 a year for two years, provided the salaries were raised from \$800 to \$1,000. This meant that, for the two year period the College would be taking the increase out of one pocket only to put it into another.

President Pattison's health failed, and in 1857 he presented his resignation. His decision to resign may have been prompted as much by his discouragement



over conditions at the College as by concern for his own health. The campaign for funds was not prospering. Enrollment, which had totaled 91 in 1854-55, had fallen to 66 in 1855-56, and stood at only 68 in 1856-57. The fall of 1854 had seen 25 freshmen enter the College, but in the following autumn there were only twelve. In fact, in 1855-56, the freshmen class was smallest of the four, there being nineteen seniors, twenty juniors, twenty-two sophomores, and three men in the partial course. The year showed a substantial financial deficit, and the prediction for 1856-57 was no better. At any rate, for his own health and the health of the College, President Pattison had had enough.

This time the Trustees were determined to get the man whom they had really wanted in 1853, and now their importunity was successful. James Tift Champlin agreed to assume the presidency.

Champlin had come to the College as Professor of Greek and Latin in 1841, from the pastorate of the First Baptist Church in Portland. Born in Colchester, Connecticut, in 1811, he had graduated from Brown in 1834, and had served his alma mater as a tutor until 1838, when he became pastor of the Portland Church. In 1839 he married Mary Ann Pierce, a Providence girl of his tutor days at Brown. In a biographical sketch, Henry S. Burrage wrote:

Much as he loved his work, a bronchial difficulty that had troubled him from the beginning of his pastorate increased and there were times when he was unable to preach.<sup>1</sup>

When the call came to a professorship at Waterville, Champlin considered it just the position best suited to his health and his talents. He knew he would have to conduct classes and talk to students, but he believed he would not be called upon for long discourses from pulpit or platform. How little he knew what lay ahead for him! In his letter of resignation to his Portland Church, Champlin set forth his reasons for accepting the professorship:

As this office will enable me to avail myself of my early studies and at the same time present a field of usefulness perhaps fully as important as the ministry, while it will relieve me of the most injurious part of my present employment, I feel myself bound to ask my dismissal as pastor of this church, in anticipation of accepting the appointment.

The correspondence between Champlin and the Church would indicate that he came to Waterville a sick man, but fortunately the illness was temporary. Before he had been at the College a year, he was doing a lot of preaching and giving public addresses in behalf of the institution. As the years went by, his strength seemed to increase rather than diminish, so that he became not only the most dynamic but also the most successful of all Colby presidents up to his time.

In his memorial biography of Champlin, Dr. Burrage described the College as the Portland pastor found it on his arrival.

Waterville was then a remote country village on the stage line between Augusta and Bangor. For twenty years the College had struggled against poverty, and as yet only the beginning of a collegiate institution had been made. It was still a day of small things. The endowment was all but non-existent, salaries were low, and the classes were small. But the College had a strong corps of instructors. Three of them, George Keely, Justin Loomis, and Champlin himself, were graduates of Brown,

imbibing the methods and spirit of Brown's great president, Dr. Wayland. They were soon joined by Martin B. Anderson. All four were men of intellectual strength, and by their ability and sound scholarship they gave to the College a reputation which it had not before secured.<sup>2</sup>

Champlin at once revealed his scholarly abilities. Dissatisfied with existing editions of Demosthenes' "Oration on the Crown", he prepared a new edition with extensive historical and explanatory notes—a work so well done that for more than thirty years it was a textbook in most American colleges. Before he became President in 1857, Champlin had added to this publication *Select Popular Orations of Demosthenes*, a translation from the German of Kuchner's *Latin Grammar*, Aeschines' *On the Crown*, and *A Short and Comprehensive Greek Grammar*. In 1855, in recognition of the scholarship shown in his publications, the University of Rochester conferred upon him an honorary degree.

The three Brown graduates who were members of the Waterville faculty must have been greatly heartened in 1859, when the trustees of the two colleges agreed to a joint campaign for funds, with Rev. Horace Love of New York as agent. The Waterville College campaign for \$50,000 was made a part of that concerted effort, but as we have already seen, it soon collapsed and Champlin, together with his faculty colleagues, had to rake its dying ashes.

No man knew better than did Champlin the kind of task he faced when he became President in 1857. For sixteen years he had been close to every aspect of the college life; for one year after Pattison's resignation, he had served as Acting President and Chairman of the Prudential Committee. He knew the members of the Board intimately and could distinguish between those who were ready to fight and sacrifice for the college and those who merely "also ran." He had seen the enrollment fall from 91 to 66 in a single year. He was aware of the recent annual deficits. But he had faith in the Trustees, in his fellow faculty members, and most of all in himself. He was done with avoiding the unwanted task any longer. At last he felt himself equal to the job, and with the help of God, whom he so devoutly worshipped, he would undertake it.

In his inaugural address on August 10, 1858, Champlin said:

Knowing full well the history and condition of the College, I do not regard the office as a sinecure. Following a succession of able and learned men, I see nothing but labor and responsibility before me; and in these indeed I find my chief incitement. One learns that labor is less irksome than leisure, and responsibility is more inspiring than is quiet security. I welcome the labor, and hope to prove to the friends of the institution that I am its faithful servant. If Waterville College, in its present state of maturity, does not make reasonable progress in the future, it will be either from want of proper management here, or from want of cooperation and support among its friends. Let us hope that neither will be wanting, that the designs of Providence in planting this institution will not be frustrated.<sup>3</sup>

Champlin felt that, in the sixteen years since he had been connected with the College, due attention to one field had been slipping. Interestingly enough, his complaint did not concern his own field of the classics, but the quite unrelated field of mathematics. In his inaugural he said,



The idle clamor has been raised against mathematics as scholastic and unpractical, that it does not impart dexterities which can be turned to immediate account. But does it not lay the foundation for the useful arts? Ask the land surveyor, the navigator, the mechanic, where he got his art. But more than this, mathematics tends to emancipate the soul from sense, and thus give it that independence and freedom of movement which are essential to all fruitful thought, and hence to all useful art.

Have we, in our modern age of specialization, lost something of the broad humanism of those old-time scholars? It is hard to picture a modern classicist defending another field in these knowledgeable words, as did Champlin in 1858:

Mathematics is the science of quantity. It has to do with how much, whether in space, time, number, or degree. Pure mathematics is an absolute science, the development of the content of certain conceptions. Space and number do not necessarily suppose the existence of particular things, but may represent merely a succession of like portions of pure space and time. Pythagoras taught that number was the generating principle of all things, since it determined their form. Aside from its acknowledged usefulness in determining distances, times, forms, forces, and numbers, mathematics remains one of the great gymnastics by which the mind is trained to that superiority to sense so essential to all free, independent, and effective action.

Some of the students of the 1850's, long afterward recalling their college days, remembered Champlin as a Calvinist Baptist. Baptist he was—loyal and unyielding in his belief in immersion and his opposition to infant baptism, but that he shared Nathan Wood's views on predestination is doubtful. In his day Champlin was surely considered a Baptist liberal, or at least a middle-of-the-road man in respect to theology. In an address before the Society of Missionary Inquiry at Newton Theological Institution, less than a year before he was elected president at Waterville, he said:

With the dogmatist, religion is all theory and no practice, all law and no gospel. It becomes little more than a doctrine of God and redemption as a scheme. Such a Christian shrinks from philanthropic efforts. He is too much concerned with belief to give any attention to works.

Only a year after his inaugural, Champlin launched vigorously into the joint financial campaign with Brown University, to which we have already referred. Articles of agreement were drawn up between Brown and Waterville College, whereby the two institutions sought jointly to raise \$300,000 through the agency of Horace G. Love of Brooklyn, New York. The two colleges agreed to pay Love \$2,000 a year and his expenses, and these costs were to be shared by the colleges in proportion to the funds collected for each. Subscribers were permitted to designate their gifts for either college, or give them to the fund for equal distribution between the two.

As was usually the case, the bait was again held out for scholarship donations.

Not less than one-third of the whole amount paid is to be for foundation of scholarships, not to exceed \$60 nor be less than \$36 a year,

for the benefit of worthy young men pursuing studies in said institutions, of which scholarships not less than one-half shall be for the benefit of sons of preachers of the gospel.

President Champlin's competent administration showed immediate results. When the Trustees held their annual meeting in August, 1860, the account showed a small surplus, for the first time in nearly a decade. Total income was \$8,060 and total expenditures \$7,578. The sources of income in that year, almost a hundred years ago, are interesting. Somewhat more than half, \$4,780, came from term bills. From securities, considered today to be the usual type of invested funds, came only \$768. That amount was from three sources: Bangor City bonds, Canal Bank stock, and City of Portland scrip. In that last named item, which we would consider an oddity today, the College had invested enough to yield \$448. In those days the College loaned money freely to individuals. While most such loans were eventually paid, the creditor often had to wait many years for both interest and principal, and there was seldom sufficient security to protect the loan. The treasurer's report for 1860 showed that \$680 had come in as payments of principal on such loans, and \$288 in interest. President Champlin had secured a legacy of \$300 during the year and \$40 had been collected in rent.

In 1859-60 the College spent very little apart from the direct expense of education. Of the \$7,578 of total expense, \$5,246 went for faculty salaries. Repairs, supplies, printing and miscellaneous items accounted for the second largest category, \$923. Insurance and taxes cost \$125, fuel \$147, and allowances to students on term bills \$173. Commencement and the various exhibitions throughout the college year cost nearly twice as much as all insurance and taxes, \$247. All through the first sixty years of its existence the College paid taxes, strange as it may seem to us today. Not only were there taxes on houses which the College rented to faculty members, but in common with all non-profit institutions the College was subject to an occasional special tax levied by the State.

At their annual meeting in 1860, the Trustees showed their appreciation of the faculty's generosity by voting to devote to each man's department the interest on the four hundred dollars which he had paid into the campaign fund as a result of his promise to subscribe \$200 for each of two years provided his salary were raised by that amount.

All sorts of complications were already arising concerning the fund campaign. A prominent Rhode Island Baptist agreed to give \$5,000 to set up five scholarships of a thousand dollars each, provided the interest therefrom, which went into the treasury each year toward the bills of five students, would then be used to increase the President's salary by three hundred dollars. A committee's consideration of that offer covered an entire page in the big record book of the Trustees. The committee pointed out that the donor's plan demanded the equivalent of a duplicate appropriation of the same funds.

It would compel the College to raise the President's salary and pay it from its own funds, and educate five scholars from the funds of the donor, or the College must educate the five scholars for nothing and use the donor's fund to raise the President's salary.



In his naive thinking, what the prospective donor had apparently overlooked was that the College would not receive from the students the money they would otherwise have to pay if they were not recipients of the scholarships.

Expecting substantial returns from Mr. Love's efforts in the joint campaign for the two colleges, the Waterville trustees made plans in 1860 for investment of the money. It was to be put into scrip, or notes of the State of Maine, or any county, city or town in the state, in bank stock to an amount not exceeding twenty percent of the whole investment, and in first mortgages on real estate at fifty percent of valuation.

Surprisingly, until 1860, there had been no segregation of funds collected for endowment. Although a small amount had been set aside, of which less than ten thousand dollars remained when Champlin became President, it was too often encroached upon to meet mounting deficits. Not until Champlin so insisted in 1860, did the invested funds become a sacred trust, only the interest to be used. The Board voted,

All sums donated to the College for its endowment shall henceforth be kept distinct from all other funds of the College, and only the annual interest shall be expended.

The President proposed that higher standards for admission be applied at once, and the Trustees agreed. Champlin was also dissatisfied with the way recipients were selected for honorary degrees. The Trustees decided that such awards should be guarded against abuse, but they felt that friends and graduates of the College should have first consideration, although the guiding rule should be "distinguished merit." Up to that time honorary degrees had been conferred by majority vote of the Trustees present at a legal meeting. On the President's insistence the Board adopted a new by-law requiring a two-thirds vote for those awards. Champlin agreed that it was the Trustees' duty to know what was going on in academic pursuits at the College, and he assured the Board they would receive annual reports from each department, including lists of books used and lectures given.

The cost of college attendance had risen very slightly since 1820. A term bill issued to Francis Hesseltine in December, 1859, preserved in the college archives, totaled \$17.17, of which ten dollars was for tuition and \$3.33 for room rent. Other charges included use of library, general repairs, service, fuel for classrooms, catalogues, copy of the college laws, and fines. At that time, as has already been mentioned, the College operated no commons, so board charges were not included on Hesseltine's bill. Of course it cost him something to eat, even if he boarded himself, as many students then did.

When Professor Charles P. Chipman was editor of the *Alumnus* in 1913, he invited the College's oldest living graduate, George M. P. King, 1857, to contribute his recollections of college days. King had enjoyed an illustrious career in education. After graduating from Newton Theological Institution in 1858 and serving several years in pastorates, he became President of Wayland Seminary in the national capital, in which position he served for thirty years. Then for eighteen years he was Professor of English at Virginia Union University in Richmond, where he was still teaching when he died in 1917 at the age of 84. King is not the only alumnus who maintained that Professor Champlin—he became president the year that King graduated—was not so popular with students as had

been Pattison and Sheldon. A certain aloofness made it difficult for students to get close to him. King wrote:

Some of us came to have more respect for him, while others were extremely reticent about expressing any attachment to the man. But there was a thoroughness in his drill of Greek and Latin grammar that generally won out with a majority of the students.

Concerning another member of the faculty in the 1850's, King said:

Dr. Smith helped us wind our way over (not always through) Whately's Rhetoric, and he also cared for a part of our Latin. At first he impressed us with his staid bachelor habits, but after a time Tutor Abbott, not then connected with the College, led him into the way of matrimony, and about the middle of our course he surprised us by taking a wife. This increased his smiles and gave a more paternal touch to his tones.

King disposed of one professor in a single sentence. "Dr. Kendall Brooks taught mathematics, but many of us fancied he was happier in the pulpit than in the classroom." King had nothing but praise for Charles Hamlin.

Professor Hamlin taught the sciences, including botany. We were glad to go to his classroom, because we got up in the world a bit, ascending a flight of stairs in South College. We were glad to get out of those damp, dingy basement classrooms in the chapel, but even without that benefit, the climb in South College was well worth our while. Professor Hamlin was a gifted teacher who imbued us with something of his own enthusiasm for the natural world.

It will be recalled that when Recitation Hall was built in 1836, the first floor had been fitted as chapel. But the room had no heat. King tells us:

A little while during each year we could meet in the chapel for morning devotions, but during the cold weather we were herded into the underground room in the basement, where a fatherly stove dispensed its heat to shivering students.

Looking back from the vantage point of that year of 1913, which was the graduation year of the writer of this history, King could well point out the absence of student activities in his day. Only a short time before King wrote his reminiscences to Chipman, Ralph Good's football team had won the state championship, the baseball team had enjoyed conspicuous success, and Frank Nardini of the Class of 1913 had taken three first places in the state track meet. Athletics were prominent at Colby in the opening years of the new century's second decade. This is what King told Chipman about such activities in his day:

I cannot remember that a word was ever said about need of physical culture. We dropped our shoulders, sheltered our hands in our pockets, went to our meals with marked promptness, and came back by the post office. That was the extent of our exercise.

Concerning religious life in the College, King commented that while such an organization as the YMCA was unknown, they had the Boardman Missionary



Society and managed to keep "in rather lingering existence" its weekly prayer meeting. Everyone was expected to be in church on Sunday, and "if we did not become staunch Calvinists it was not the fault of Dr. Wood, pastor of the Baptist Church. The Bible was not one of our textbooks and we never gathered in classes for its study."

King felt that college instruction in his day was decidedly narrow.

We left college only slightly less natural and untrained than when we entered. The importance of our personalities escaped attention. Our textbooks were the limit of our thinking. We frequently forgot the hours when Dr. Smith would have the library open and where there was plenty of reading matter to provide material for our compositions or entertain us in our leisure. Very few students read anything that was not assigned, and most of the professors assigned nothing but pages in the textbook. Perhaps it was not easy for our instructors to put themselves in our places, see just what we needed and then frankly tell us. If this could have been done, our vision would have been broader and our lives enriched. I wish the training had been more *circular*, and the circle greatly enlarged.\*

Another student of King's time, Albert C. Marble, tells about his first visit to the College when his father took him, a twelve year old boy, to Commencement in 1852.

We had arisen at dawn and after driving a dozen miles, neared the Winslow end of Ticonic Bridge. Suddenly the stately tower of Recitation Hall burst into view above the surrounding roofs and treetops. From the flagpole floated the Stars and Stripes, and below it a long streamer with motto of the College, *Lux Mentis Scientia*. The waters of Ticonic Falls dashed musically on the rocky bottom of the river below; birds sang in the trees that bordered the highway. No human traffic was in sight to mar the scene. If the mills on the Waterville shore were running, their hum was drowned by the music of the Falls.

It was the morning of Commencement Day, and later the bell pealed forth its call from the tall old tower. The crowd assembled; the marshal, with a baton wound with pink and white ribbons, stood on the high steps in front of the Chapel and gave the command to form the procession. At last the door was opened, and forth walked the President in cap and gown, followed by the professors and the long line of trustees, reverend clergy and high dignitaries of church and state. To the sound of martial music, they marched in long procession to the church while the streets on both sides were thronged with an eager crowd. At the church the line divided and was arrayed on both sides of the walk. Between the lines walked the President, with the Governor at his right, followed by all the dignitaries. Then the line closed like turning a stocking inside out. This surprised some of those in the line, who found themselves at the foot instead of the head, and worse still, the house filled before they got inside. The galleries were crowded with the beauty of the town in gala dress, with fluttering fans and sparkling eyes. The President ordered the band to play, then he offered a prayer and made a short speech in Latin; then each member of the class gave a speech or dissertation. When it was over, the line formed again and marched to the town hall, where a collation was

spread. To a hungry boy who could not enter, it seemed a gate to paradise—a paradise which five years later that boy did indeed enter.

Such was Waterville College in the sixth decade of the nineteenth century—a little, backwoods institution on the banks of the Kennebec in the nation's northeasternmost state. With only six teachers and fewer than a hundred students it would seem likely to make little dent on the great surface of the next decade's stirring events. For portent of those events was already appearing on the horizon. Down at Brunswick, near the only rival college in Maine, had recently lived and written the lady whom Abraham Lincoln called "the little woman who made so great a war." After long hesitation, the Waterville College faculty had, in 1858, at last permitted the formation of an anti-slavery society. Within less than a year of the 1860 Commencement, young men would be leaving the Waterville classrooms to die on southern battlefields. Dark days lay ahead for the little college on the Kennebec. Fortunate was it to have at the helm during those grim days a man of unflinching strength like James T. Champlin.





## CHAPTER XVI

### *Champlin And The Civil War*

WHEN the Trustees of Waterville College assembled for their annual meeting in August, 1861, the war was already four months old. The disastrous battle of Bull Run had been fought and nearly 200,000 men had already enlisted in the Union forces. A few students had left the classroom to join the ranks, but it was too early for the full force of the war to be severely felt.

The Trustees gave their chief attention to the campaign for funds. Like most citizens of the North, they thought the war would soon be over, despite the set-back at Bull Run, and they saw no reason for discontinuing or even postponing their appeal for money. They were disturbed by an operational deficit of more than a thousand dollars and were determined to raise funds to liquidate it. They also demanded "the closest economy in the management of college affairs."

In the previous winter the Maine Legislature had granted to Waterville College two half-townships of land (See Chapter XIV). Because a condition of that grant had been that the College raise \$20,000 within two years, the Board now urged extraordinary efforts to achieve that goal. They showed confidence that it would be met when they voted, "Placing full confidence in the ability and practical knowledge of our Prudential Committee, we would recommend that the grant be left in their care, for its sale or to locate it, as they may deem for the interest of the College." In order to ease the financial situation, President Champlin relinquished his claim on free rent of the President's house.

At the next annual meeting in 1862, the Treasurer's report showed the financial situation apparently improved, although the war had made the nation's finances much worse. Receipts for 1861-62 totaled \$11,103, and expenses were \$10,238. But this was really a false picture, because \$4,177 had come in from payments on the campaign subscriptions, and the Board had voted that those endowment funds must be segregated. The true picture of actual operations was quite different. From term bills the College had received \$4,643; from interest on invested funds \$818, and from all other sources \$35—a total of \$5,496. Faculty salaries had cost \$6,313, scholarships \$415, insurance and taxes \$128, commencement and exhibitions \$315, maintenance \$733, miscellaneous \$102—a total of \$8,006. So there was actually an operational deficit of \$2,510. The discrepancy between these operational figures and those presented by the Treasurer lay in the inclusion of fund receipts and fund raising expenses in his report.

It is well to note just what the College had by way of invested funds on August 1, 1862. It held Portland City scrip that had cost \$7,478, Bangor City bonds of \$4,000, Canal Bank stock at \$1,000, Ticonic Bank stock at \$800, and Mount



Eagle Manufacturing Company stock at \$1,200—total investments of \$14,478, figured at cost. The market value was certainly somewhat less.

Estimating the prospective receipts for 1862-63, the best the Prudential Committee could do was to set the expected amount at \$4,969. In 1861-62 faculty salaries alone had come to \$6,313; so unless there were drastic cuts, another deficit must be faced.

When a special meeting was called in January, 1863, it was not to meet a war emergency, but to consider action respecting a bill recently passed by the Federal Congress. It was what became known as the famous Morrill Act, creating the Land Grant Colleges of Agriculture and Mechanic Arts. The act did not, however, require the establishment of new colleges, but made it possible to establish agricultural and mechanical departments in existing institutions. The federal procedure was to issue land scrip to the states. The scrip represented acreage in the great public lands of the West and could be sold by the states for cash.

The trustees of Bowdoin and of Waterville colleges were equally alert to the opportunity afforded by the Morrill Act, and both tried hard to get a share. At their special meeting in January, 1863, the Waterville trustees voted that, if the State would apply part of the funds to Waterville College they would be willing to change the college name, to create necessary departments and appoint necessary professors, and actually let such appointments be subject to approval by the Governor and Council. They further declared their willingness to allow the Governor and Council to be a perpetual commission to visit the college and arrange with the faculty the course of study to be pursued under terms of the Act.

There is evidence of an agreement with Bowdoin, whereby that college would receive the mechanical course, while Waterville got the agricultural, because the latter board voted, "It is agreed that the Legislature may appoint a Board of Trustees, who shall have concurrent jurisdiction with the Trustees of the College in directing the management of the agricultural department." There is no such distinct mention of the mechanical department.

The State had made no decision when the Waterville trustees met in August, and all they could do was to continue their committee of liaison with the Legislature and authorize the College Treasurer to execute any necessary bond "to enable the College to avail itself of the grant of land by the General Government for founding agricultural colleges."

The result is well known. Despite protests from both Brunswick and Waterville, the legislative decision was to establish a new college of Agriculture and Mechanic Arts at Orono—the college which has since become the University of Maine. It was a fortunate decision, because it assured for Maine a public university, comparable with those in other states, and it assured to Bowdoin and Colby the privilege of remaining independent undergraduate colleges of liberal arts, free from state control.

One can read the records of the Waterville College trustees from 1861 to 1865 without suspecting that the nation was at war. The first item in those records, in any way connected with the war, occurred on August 9, 1865, several months after Appomattox, when degrees were conferred on the Class of 1865. Then, in its first mention of the war, the Board recorded:

The degree of A.B. is conferred also upon Henry Merrill Bearce, originally of the Class of 1863, who left near the close of his junior year to join the army, and after two years absence, seven months of

which was spent in a southern prison, returned and made up all but two terms of the remainder of the course.

The records of the faculty are equally silent in respect to the Civil War. It would appear that very few faculty meetings were held during those years. In the entire period between January, 1861, and September, 1865, only four faculty meetings were recorded (March 26 and April 30, 1862, and April 29 and May 16, 1863) and at none of those four meetings was there any mention of the war.

Despite the silence of both trustee and faculty records, the Civil War did have vital impact upon the College. In a later chapter, *Colby in Three Wars*, we shall tell of the part played by Colby men and women in those three great trials in our nation's history. In the present chapter we are concerned not with what Colby did in the war, but with what the war did to Colby.

Years later several prominent alumni told how the news of Fort Sumter was received at the College. In 1911, when Colby's illustrious graduate, Col. Richard Cutts Shannon, was a consul in Switzerland, he reminded his classmate, Col. Frederic Boothby, how they got news that the war had started.<sup>1</sup>

You remember better than I that spring day in 1861, when we heard the maddening news of the first attack on the flag. And you remember how you and Hall<sup>2</sup> hunted up somewhere an old drum, mustered Dekes and Zetas and neutrals of all classes, and led the motley crowd through the frantically excited town. It was the quiet, peaceful Hall who drew us up before the residence of Hon. Joshua Nye. By our tumultuous cheers we called out Senator Lot Morrill, who was visiting there. He made a good patriotic speech, but not pitched on a key at all corresponding to the blazing enthusiasm and sacred rage of the youths before him. But he could not know that boys in that group were really saying, 'On our way to death we salute you!' Yet, was there one of us who six months before could have imagined himself a soldier? We could not even be called good men physically. We knew nothing about the stress of modern athletics, the perils of baseball or the violence of football. We were pure mollicoddles. We were not even very keen about hazing. Most of us had never fired a gun and would not have recognized the uniform of an American soldier if we had seen one. We went to the war with resolute but sad hearts, solely because an inner voice whispered, 'You must.' And the account Colby men gave of themselves in the next four years shows that, if they were not athletes, they were just as brave as any professional soldiers.

George Illsley of the Class of 1863 recalled that, the very afternoon when the news of Sumter reached the College, drill was started on the campus. "Many students enlisted at the first opportunity," said Illsley. "Forty of them went down on the stern-wheel steamboat to Augusta and took the boat for Portland. The recruiting station was the most popular place in town. As the days passed, the feeling grew even stronger, so that it was necessary to close the college term earlier than usual for the summer vacation. My Class of 1863, which entered with fifty men, went down to only eight at graduation."

Augmenting what he had written to Boothby, Col. Shannon wrote some ten years later to Dr. E. C. Whittemore:



When there was a murderous assault by rebel sympathizers on the 6th Mass. Regt. as it was marching through the streets of Baltimore, the excitement among the student body was out of control. Finally, when some of the students had already joined a military company then recruiting in the town and others were showing a disposition to follow their example, President Champlin deemed it advisable to bring the term to a close. It would have closed in regular course on May 8. So, one day towards the end of April, we were assembled in the old chapel, and after a brief but fervent address by the President, we were dismissed to our homes, to consult our parents and friends before taking final action.<sup>3</sup>

When war excitement first hit the campus, study was badly disrupted, but not the actual holding of classes. Shannon makes it clear that Champlin's reason for closing the College a week or two early, in the spring of 1861, was that he feared many students might rush off to war without parental consent; so the President wisely told the boys to go home and talk the matter over with father and mother. Save for that one early closing, during the entire four years of the war there was no disruption of class schedule or college calendar. How much work was actually done in those classes is doubtful. Probably many students felt as did Col. Shannon, who later recalled it as anything but a studious time.

To understand thoroughly the principles of zoology was undoubtedly very important, but in view of the present aspect of public affairs some of us thought the principles of military science would be of more practical benefit. Another subject we had to study was mechanics of fluids, but the fluid that chiefly interested us at that time was the Atlantic Ocean and how, in traversing it, our government could throw supplies into Fort Sumter. In Greek we were studying the tragedies of Euripides, but what greater tragedy could there be than the dismemberment of our glorious Union?<sup>4</sup>

Although many students marched off to war, the college ranks were not completely drained. In fact, an examination of enrollment figures for the years of the Civil War reveals surprisingly that numbers were less depleted than has been supposed. In the fall of 1860 total registration was 122; in 1861, when the war had been several months under way, it was 117. In the fall of 1862, enrollment had indeed dropped to 83, and in 1863 it was down again to 69, and in 1864 to 62, its lowest ebb. But in the fall of 1865, when the war had been ended scarcely four months, it was up to 71, though in 1866 it dropped again to 66. Of course a slump from 122 to 62 in four years was serious, but it did not come even near to closing the College. In the five years before Champlin had become President the annual enrollments (1852-1856) had been successively 88, 89, 86, 89, and 66. So it appears that only once during the war did enrollment drop lower than it had in 1856.

Although many diplomas were conferred in absentia, Commencement was held every year during the Civil War, and even some innovations occurred. It was in 1862, for instance, that the first Class Day was held. Of that occasion the *Waterville Mail* said:

Tuesday forenoon was devoted to a celebration of Class Day by the young gentlemen who had just finished their college course. It was a novelty at this institution, but will henceforth no doubt form one of

the most attractive features of Commencement. The exercises commenced at the Baptist Church, where a large audience having assembled, prayer was offered by President Champlin, who also made a short address to the class. Then followed an oration by George Gifford and a poem by George Hunt. Under escort of the Waterville Band, which had done much to enhance the entertainment at the church by interspersing appropriate music, the class then proceeded to the college grounds, followed by a large share of the audience. Gathering beneath the class tree near the southern avenue, after music by the band, an ode was sung. Then the history was given by Edward W. Hall, followed by a prophecy by A. G. Barker and an address to the class by A. L. Lane.

In his class history, Hall reminded the audience that the class was already represented on the battlefield. Amasa Bigelow had already paid the supreme sacrifice. Samuel Hamblen was a lieutenant in the Third Maine, and John Philbrook was in the same regiment. Richard Shannon, who was later to rise to colonel, was on the staff of General Slocum. Six others members of the class responded a year later to the rallying cry of the North, "We are coming, Father Abraham, three hundred thousand more."

Hall said that the custom of regular award of prizes had begun with his class, although occasional prizes had been known earlier. With the Class of 1862 began a long continued custom of junior parts. Hall pointed with pride to other achievements: "We have started the first gym and cricket club, and have been the first to find false orders in manuscript and identify the authors."

It was in the midst of war that there began to be published what are called class statistics. It was proclaimed in 1862 that exactly half of the twenty-six graduates were church members—seven Baptists, four Congregationalists, and two Methodists. Eight intended to enter the ministry and an equal number planned to study law, while four were headed for medicine. Two of the graduates wore beards, three had side whiskers, and nine sported mustaches. Only six of the twenty-six men smoked, and only one chewed tobacco. The youngest man in the class was 19 and the oldest 30, with the average age 24. At Class Day in 1862 there was instituted the custom of smoking the pipe of peace, a ceremony that lasted well into the 1930's. Still preserved is the old Indian-style pipe used in that ceremony.

*The Waterville Mail* gave a vivid description of the graduating exercises on Wednesday of Commencement Week of 1862:

A pleasant day was Wednesday, with a clear sky and a cool breeze, making a place in the procession or a seat in the crowded church as comfortable as one could reasonably expect at this season of the year. As usual, the church was crammed, large numbers being compelled to stand in the aisles, doorways and porch. Eight members of the class were in the Army and received their degrees in absentia. As for the orations in English, Frank Bodfish spoke on *The Law of Labor*, Adam Wilson on *Government of the People*, Frederick Hale on *The Magic of Evil*, William Stevens on *The Influence of Historical Characters*, George Hunt on *The Unity of Mankind*, and Edward Hall on *Sadness in Joy*. It was the largest class that ever graduated from the institution, and their performances, while exhibiting different degrees of merit, were highly creditable to the young gentlemen and to their alma mater. At the conclusion of the exercises, a long procession of hungry folk marched



to the Town Hall, where bountiful provision had been made for their wants.<sup>5</sup> With apology for the cold collation, President Champlin called upon Deacon Deane to implore the divine blessing, after which the guests fell upon the food with a will. When eventually the clatter of knives and forks ceased, President Champlin called upon the second man in the nation for a few remarks. Vice-President Hamlin responded in a brief, patriotic speech, in which he showed himself fully up to the latest impulses of the people against the rebellion. Governor Washburn followed in an earnest war speech, and was succeeded by Hon. Lot M. Morrill. Professor Angel closed this last and best feature of the festival with some playful compliments to our state and its people, which for a time blotted out the harsh image of war. A concert by the Germania Band on Wednesday evening, followed by a levee at the President's, appropriately closed this season of enjoyment, and on Thursday morning the railroad trains were boarded with departing guests, who, bearing with them pleasant recollections of this literary festival of 1862, no doubt resolved to come again next year.

In the midst of war and its consequent stress on college finances, President Champlin had time to give attention to moral conditions in the community. On March 19, 1863, he sent this letter to the editor of the *Waterville Mail*:

The drunkenness that has been constantly increasing since the authorities of the town proclaimed that they would not molest the rum traffic now rolls like a flood over our village. Almost every night, boys not fifteen years old are seen reeling down the street. Who for many years has seen such a town meeting as our last, when men were seen together drunk and the doors of grog shops were thronged with bleary-eyed men? Scores of good men are laboring earnestly for the moral interests of this community, but that is not enough. The law must be enforced. Is there any doubt as to the way in which duty points?

Dr. Champlin also took a leading part in the freeing of Ticonic Bridge from toll, an event which took place on July 1, 1864.

A few months earlier an enthusiastic audience, including most of the college students, turned out to hear the famous Negro leader, Frederick Douglass. William Smith Knowlton, 1864, who became one of Maine's distinguished citizens, remembered well the impression which Douglass made.

He spoke to the reason of his hearers, not to their emotions, and he won them by the clearness and force of his statements. I was especially impressed by the compass and purity of his language. In his long address I did not note an expression nor even a word which would suggest that he had passed his childhood and youth as a slave. Never before or since have I heard, from any self-educated man, a speech equal to his.

A careful study of the Class of 1864 reveals the effect of the Civil War on the College. In the fall of 1860, thirty-one young men entered as freshmen. Before the following autumn, when they were sophomores, they had lost thirteen of their number, nine of them to military service. Four new men came to join them in advanced standing, so that there were still twenty-two enrolled in the

class. In their junior year, which began two months after Gettysburg, they numbered only sixteen, having lost six with no replacements. When they were seniors, their number was fifteen, because in spite of losing three members since the previous autumn, they had gained two men who had returned from service to complete their college work. When it came to graduation in August, 1864, however, only nine men received the degree. Several men who were once in the class received degrees in later years. Of the total of 37 men who were at any time enrolled in the Class of 1864, sixteen saw service in the Civil War.

In late June of 1863, just before the decisive Battle of Gettysburg, Tutor Richardson wrote from the College to his former student, Francis Hesseltine, who was then captain of an infantry company at the front.

One who did not sense our anxiety about the war would discover here only signs of profound peace. The fields are green with growing crops; the sweep of the scythe begins to be heard; the college bell rings out at regular hours, and Commencement approaches. It has been difficult to keep alive the interest in books, but the term has been fairly successful.

In the eyes of classmates, some of those students of the '60's changed a lot in later years. Writing to Col. Boothby, Col. Richard Shannon told about one of them who gained fame as a member of Congress and American minister to Japan, Alfred E. Buck.

Do you remember Number 13 on the fourth floor, back, of South College? It was the untidy den of 'Old Buck', as the future soldier, Congressman, and Minister to Japan was called with the utmost respect and affection. There, in the fall of our freshman year, that mighty senior sheltered this pale, timid freshman. The great man took the trembling youngster for that first terrible term under his wing—or rather, under his big shawl, such as most of us wore in those primitive times. In the adjoining room, front, you had your more elegant, or at least more tidy quarters.

The lowly tutor, Hobart W. Richardson, from whose letter to Hesseltine we have already quoted, came in for high praise from Col. Shannon. Richardson had graduated from the College in 1853, and from 1855 had served eight years as a tutor. He was not promoted to a professorship, but in the midst of the financial stringency caused by the War was released and his place was not filled until 1865. Shannon had never approved of that administrative action, and many years later he put his opinion into these words:

It is doubtful if there was in the whole country another man who could condense into a short statement the meaning and essence of the news of the day with such precision and clearness as did our revered Tutor Richardson. He was indeed a remarkable man. Hardly out of college, he had mathematics enough to write an article on the calculus which was accepted by the *North American Review*. Later, as editor of the *Maine Farmer's Almanac*, he made his own astronomical calculations. So profound was his general learning and so wide his reading in various branches of knowledge that he would have brought fame to the institution, had he been permitted to continue his labors there.



Col. Shannon's letter is the only written evidence bearing on Richardson's failure to receive promotion. Having no other testimony to support it, we cannot be sure that Shannon was right, but the Colonel did know rather well what went on in the College. He was sure that there was never any question of Richardson's patriotism. The man was no Copperhead, but on the contrary was a vigorous supporter of the Union cause. He was turned out, says Shannon, "not because of any militant and aggressive heterodoxy, but on account of a somewhat passive attitude toward formal and ceremonial observance, and perhaps some speculative questions in matters of doctrine."

Was Richardson too liberal in religion to satisfy President Champlin and the Baptist Trustees? If so, he could have been no more obnoxious to conservative authority than President Sheldon had been many years earlier. Just how did Richardson oppose "formal and ceremonial observance?" Didn't he like the excessive dignity of Commencement? Did he fail to respect the severe formality of the classroom, where every student must stand to recite, even if his response was one single monosyllabic word? Did he want to break down the barrier between teacher and student? Was he, in respect to student-faculty relations, a man ahead of his time? Or was there, in fact, a very simple explanation for his non-promotion—that the College treasury just couldn't meet the cost of another professorship, and after 1863 couldn't even pay for a tutor?

When William Smith Knowlton, 1864, was a very aged man, in 1925, he wrote for the *Alumnus*<sup>6</sup> recollections of his college days that give us a picture of life on campus seemingly untouched by war. We know that the students were very much concerned about events on the battlefields, but it is reassuring to know that they were still ordinary, human young men.

Knowlton recalled the Mathews Bookstore, kept by Samuel Mathews, whose brother Edward had been Waterville's first murder victim, and whose older brother William had started the bookstore before leaving Waterville for an illustrious career as author and publisher. Sam Mathews served as a sort of banker for the students. They turned their money over to him and drew such overdrafts that at times their accumulated indebtedness reached as much as a thousand dollars. Years later, Knowlton asked the bookseller if he had lost much money by his transactions with students. Mathews replied that he had suffered loss in only two cases, and in each of those for small amounts. Three quarters of a century later the same sort of testimony was given by another Waterville merchant who had advanced credit to hundreds of twentieth century Colby students—Ludie Levine of the Class of 1921.

In our modern day, when relations between college and city are cordial and cooperative, it is not easy to visualize the difference a hundred years ago. Knowlton said the college students then called the town boys "yaggers," and fist fights were common. On one occasion a group of students seized a "yagger" and threw him into a mudpuddle. When he came out, he burst into violent profanity, whereupon one of the students shouted, "Look here, this is a Baptist institution. Wash the cursing out of him, boys." And into the puddle he went again.

There never was a time without student pranks, and the grim days of the Civil War were no exception. The 'exhibitions,' then as later, provided opportunity for amusement. Knowlton recalled that, on the occasion of the Junior Exhibition in 1862, a group of students, mindful of the fine of ten cents exacted for non-attendance at such exercises, went down town and borrowed a big sign bearing the picture of an elephant. They nailed the sign over the chapel door

and placed on it the words 'Big Show—10¢ Admission.' Knowlton said, "The juniors had to walk in under it, much to their wrath."

How different from undergraduate conditions today is Knowlton's comment that "about everyone had decided what his future profession would be." Equally surprising is it to learn that croquet was once an intercollegiate sport. "We played croquet at the college, sometimes in class contests, sometimes between the societies, and once a year we visited Bowdoin to play the game there."

Experienced teacher and administrator, as well as a preacher of note, Knowlton was all his life an unrepentant conservative. Of curriculum changes since his own college days he did not approve. He lamented the passing of Greek from the preparatory schools. "Better drop out French and put back Greek," he wrote. "The study of French in our academies is a farce. A modern teacher of French couldn't talk with a Madawaska Frenchman."

Knowlton describes vividly a typical college morning in the 1860's.

We had prayers at the unholy hour of six. My room was on the fourth floor. An old Frenchman was janitor. He stood at the chapel door ready to lock out late comers. We were fined ten cents for absence. When the bell stopped ringing, we jumped out of bed, pulled on trousers and boots, wrapped big shawls about our shoulders and rushed to the chapel. One would hold the door open for the next, and so we all got in, much to the wrath of the janitor. Then we read an hour before breakfast. No man would be allowed to treat his dumb animals so barbarously nowadays.

In the 1860's professors would not tolerate levity in the classroom. Knowlton recalled that in Professor Foster's class, when called upon to translate a passage in Horace's Odes, he rendered it thus:

"Oh daughter Fulcrar,  
Handsome than your mama,  
How could I such an onus prove  
To write iambs 'gainst my love.  
Burn those verses every speck,  
Dump them in the Kennebec."

"Sit down, sir," thundered Professor Foster. Knowlton says he got zero that day.

Thomas Briggs, another member of 1864, recalled a notable Waterville event of 1860.<sup>7</sup> That summer Barnum's Circus appeared in the town. Its feature was the midget Tom Thumb, who rode down Main Street in a little gilded coach drawn by four tiny ponies, the gift of Queen Victoria. As the procession passed the Elmwood Hotel, Briggs heard one politically minded citizen say to another, "After the election you can put the whole Democratic party in that coach." The reference was to the coming election in November, 1860, when Abraham Lincoln was elected President.

As the war progressed, the financial condition of the College grew steadily worse. In spite of the valiant efforts of President Champlin, Professor Hamlin, and other members of the faculty, who turned themselves into door-to-door beggars all over the state, very little money was collected. As early as 1862, the trustee committee appointed to consider the disappointing report of the Treasurer had advised:



As the deficiencies from year to year must be made up from the permanent funds of the College, your committee feel the importance of keeping the expenditures at the lowest possible point, but cannot see where they can recommend any curtailment. They would urge that the subscriptions now in progress to endow the College be carried forward with renewed zeal, that this annual draft on our permanent fund may cease.

In October, 1863, the *Waterville Mail* proclaimed with satisfaction that the Baptists of Maine were at last awaking to the importance of sustaining Waterville College. The *Mail* stated:

A meeting of the friends of Waterville College, convened by the Maine Baptist Convention, met in this village on last Tuesday evening, to deliberate upon measures to be adopted for securing a permanent endowment of the institution. A statement of the present condition of the College was made by President Champlin, and the meeting was addressed by a number of gentlemen from various parts of the state in relation to public feeling toward the College in their respective localities. Their reports, while hopeful, showed that the denomination, through ignorance of the institution and its importance to them, did not appreciate its claims nor give it proper support.

The meeting decided that part of the trouble was inadequate publicity. Although the time was almost exactly in the middle of the Civil War, there seems to have been no suggestion that the people's indifference was due in part to absorption in war activities and war anxieties. The final report said,

It is believed the people are at heart well disposed toward the College, but they must be enlightened and inspired. When their interest shall be thus aroused, it will be necessary to make personal effort with each individual, in order to obtain a suitable contribution.

When substantial relief came, it came not from the Maine Baptists, but from a Boston merchant, who as a fatherless boy in Waterville had seen his widowed mother befriended by the college's first president, Jeremiah Chaplin.

## CHAPTER XVII

### *A New Name*

ON August 10, 1864, Gardner Colby gave \$50,000 to Waterville College. Concerning that fact all accounts agree. Whittemore<sup>1</sup> says that at the commencement dinner President Champlin introduced Mr. Colby, who in a brief speech made his generous gift. Burrage<sup>2</sup>, quoting Dr. Francis Bakeman, 1866, who was present at the dinner as a student, says that Champlin made the announcement, while Mr. Colby remained seated at his side. According to his brother, Rev. Henry F. Colby<sup>3</sup>, either at or just previous to the dinner, Mr. Colby handed President Champlin a note, and it was that note which Champlin read in making the momentous announcement.

Whittemore quotes the Gardner Colby statement slightly differently from its quotation by Henry Colby, probably because Whittemore took his wording from the records of the trustees, while Henry Colby had access to the original letter. The latter version is therefore probably more authentic. It reads:

Waterville, Aug. 10, 1864

Rev. J. T. Champlin, D. D.

My dear Sir,

I propose to give Waterville College the sum of fifty thousand dollars (\$50,000), the same to be paid without interest as follows, viz:

Twenty-five thousand dollars when your subscription shall amount to one hundred thousand dollars, independent of any from me;

Twenty-five thousand dollars when one hundred thousand is paid on your subscription, not including any from me; and *upon condition that the president and a majority of the faculty shall be members in good standing of regular Baptist churches.*

If either or any of these conditions are broken, the entire fifty thousand dollars shall revert to myself, or my heirs or assigns.

I remain,

Yours very truly,  
Gardner Colby

The records of the Trustees, made at the following annual meeting, on August 8, 1865, state:

The subscription of Mr. Colby is upon condition first, that the interest of his subscription only shall be used for college purposes; second, that



half, or \$25,000, shall be paid when the subscriptions obtained by Horace T. Love and others shall amount to one hundred thousand dollars exclusive of his subscription, and \$25,000 when \$100,000 is paid in on said subscriptions; and third, that the President and a majority of the faculty shall be members in good standing in regular Baptist churches.

At the same time the Trustees voted:

The thanks of this Board are expressed to Gardner Colby, Esq. of Boston for his generous and timely benefaction to this college, which we do hereby accept to hold, employ and use in accordance with the several terms and conditions thereof, each and every one of them, by us and our successors forever.

There is no doubt that the announcement of Mr. Colby's gift by President Champlin was dramatic. This is the way Dr. Bakeman told the story to Dr. Burrage<sup>4</sup>:

Dr. Champlin arose and stood silent, as if to command the unreserved attention of the company. How pale he looked! When he spoke, how strangely his voice seemed to shake! There were no tears in his eyes, but there was in his utterance what makes tears. As long as I live I shall recall the grand old man in that historic hour, which was to him the victor's crown after years of hardest warfare. And now he announced that the gentleman at his side, a short, plump little man with a benevolent appearing face, had made the definite and formal proposition to give the college \$50,000 as a permanent fund, on condition that the friends of the institution should add \$100,000. The announcement ran through the company like a kindling fire. Mr. Colby was known to few; his intention was known to fewer still. The rumor had not got abroad. It was a genuine surprise. For a moment there was stillness, as in the hush before the breaking of a tempest, then a wild demonstration of joy such as I have never since witnessed. Hands, feet, voices, knives and forks rapping on the tables, all bore part in the concert of applause. Men shook hands and fairly hugged each other in their transports of joy. The hall rang again and again to their cheers. It seemed as if they would never stop. The fountains of affection had been broken up, and their torrents could not be easily checked.

The scene of that memorable incident was the old Town Hall of Waterville, situated then on the town common near where the City Hall now stands. In it commencement dinners were held until the erection of Memorial Hall. The old building had been erected in 1798, when the west side of the river was still a part of Winslow, so as to make it unnecessary for settlers on the west side to cross the river to attend meeting in the original church on the east shore. After Waterville became a separate town in 1802, the new meetinghouse had served also as a town hall. It was in that building that Jeremiah Chaplin had delivered his first Waterville sermon in 1818. In it had been held the town meeting that voted \$3000 of public money to bring the college to Waterville. In the very year of Mr. Colby's gift, it had been the scene of rousing patriotic meetings. Upon the erection of the present City Hall, the building was moved back and faced upon

Front Street. Used for many years as a National Guard armory and for occasional sports events, it was finally torn down in 1950.

Gardner Colby often told how he happened to make his splendid gift. He said that in the spring of 1864, on the evening of the annual day of prayer for colleges, the speaker at the service held in Mr. Colby's church, the First Baptist of Newton Centre, was Dr. Samuel B. Swain, who, forty years earlier, had been a youthful pastor in Portland. Dr. Swain told the Newton congregation that one day as he entered the house of a Portland parishioner for a pastoral call, he met Jeremiah Chaplin, the President of Waterville College, leaving the same house. Chaplin had apparently been unsuccessful in his attempt to secure a subscription from the householder. Swain heard the disappointed man groan out, "God help Waterville College." Dr. Swain said that the picture of the self-denying and earnest servant of Christ, standing in that doorway, giving vent to his over-burdened heart, had remained indelible in the pastor's memory.

Often in later years Mr. Colby told what an impression Dr. Swain's words had made upon him. A flood of memories crowded in. He barely remembered his father, though he could recall one trip down the river with him from the family home in Bowdoinham to the bustling port of Bath. Losing a comfortable fortune as the result of the Embargo Act and the War of 1812, the father had left his wife and four small children wholly dependent upon the mother's labor for support. He remembered his mother's little store at Bath, then their removal to Waterville. His boyhood had been one unceasing round of poverty and hard work. Suddenly he remembered something else—how a tall, spare man, who was president of the college, had helped his mother move to Boston, an event that was the turning point in the boy's life and set him on the road to fortune.

That night, after they had come home from the prayer meeting, Gardner Colby said to his wife, "Suppose I give fifty thousand dollars to Waterville College?" Mrs. Colby readily agreed.

There can be no question that it was Dr. Swain's recollection of Jeremiah Chaplin which sparked Mr. Colby's beneficent action, but it only set fire to fuel already supplied by the man chiefly responsible for the progress of the College during those years, James T. Champlin. Gardner Colby was one of a dozen wealthy Baptists whom Champlin had been cultivating ever since he became President of the College in 1857. He had seen to it that Mr. Colby should become acquainted with the steady stream of Waterville graduates who went on to prepare for the ministry at Newton Theological Institution, of which Mr. Colby was treasurer and leading benefactor. He assured the wealthy merchant that Waterville College was a sound Baptist school, true to the faith as delivered to the saints. He convinced Mr. Colby that the college had good financial management and recent subscriptions evidenced the good will of Maine Baptists. Mr. Colby expressed concern and disapproval that the College had been obliged to use some of its meager endowment to pay off recent debts, but Champlin assured him that such action had been the result of war, and that if the enrollment, which had been well over a hundred in 1860, could have been maintained, expenses would easily have been met. What the College needed now, Champlin insisted, was an endowment fund the interest of which would meet deficits until pre-war enrollment could be restored. For at least seven years President Champlin had been quietly impressing this wealthy Massachusetts Baptist, and it took only Dr. Swain's dramatic story to bring at last a favorable response.



Who was Gardner Colby? How did he accumulate a fortune from which he could easily give away \$50,000? He had been born in Bowdoinham in 1810, and in 1815 had moved with his widowed mother to Waterville. In 1818 the mother had gone to Boston, where through financial necessity the family became separated. Mrs. Colby was obliged to place her children in different families, and Gardner was taken by a kindly man named Stafford in St. Albans, Maine. Through friends of the Chaplins, Mrs. Colby was able to start a small business in Charlestown, and within a year she could make a home for her children again.

When he arrived in Boston, Gardner went to work at once in the grocery store of Phelps and Thompson in Charlestown Square. Mr. Phelps agreed to take the boy into his home and let him go to school, working in the store during out-of-school hours. He delivered groceries to the firm's customers by wheelbarrow. School did not go well. He had missed so much early schooling and was so far behind that he became discouraged and ceased attending at the age of fourteen. But two years later he became convinced of the need of education, and managed to enroll in a private school at Northboro, Massachusetts. Though he afterwards insisted that he learned much there, he actually stayed less than six months. He was determined to make business connections where he could expect advancement.

He became a clerk in the dry goods store of a Mr. Foster on Boston's Washington Street. Soon the enlarged firm became Houghton and Foster, forerunner of the famous Houghton and Dutton Company. Colby stayed with the new firm until 1831, when he launched out for himself.

In 1830 the young man had become a member of the First Baptist Church of Charlestown, starting his career as a devout Baptist only a few months before his start as an independent merchant. When Gardner reached his twenty-first birthday, he told his employers he was ready to go into business for himself. So impressed had they become with the young man that, instead of laughing at him or putting obstacles in his way, they encouraged him. With a hundred and fifty dollars of savings he made the venture. Purchasing a small stock on credit, he opened his store, having first tacked up tablecloths to hide many empty shelves. He made a specialty of laces, gloves and hosiery. Soon he built up a solid reputation, especially with fashionable ladies, who found him courteous, obliging and scrupulously honest. The cost and the sales price of every article was written down when it was sold. The cash was balanced every night, and he always knew just where he stood. By meeting bills promptly and taking all discounts, he established wide credit. Everyone was ready to sell to him. At the end of the first year he had paid all expenses and had cleared a profit of four thousand dollars.

By 1836, when he was only 25 years old, Gardner Colby had accumulated the means to enlarge his business substantially. To save commissions paid to importers, he began direct importation from England, and within another year he had left his retail business entirely and had become a wholesale importer with a big warehouse on Kilby Street. So marked was his success and so careful his management, that he weathered without embarrassment the destructive panic of 1837.

The year 1836 also saw Mr. Colby's marriage to Mary Roberts of Gloucester, with whom he spent forty-three happy years until they were separated by his own death on April 2, 1879. They began housekeeping at 32 Temple Street in Boston, then moved to Roxbury, then back to Boston's Pemberton Square, finally to their permanent home at Newton Centre.

Gardner Colby was a man who put the same enthusiasm and the same careful management into his religious philanthropies as he had into his business. He became treasurer of the Northern Baptist Education Society, principal donor of the new Rome Street Baptist Church in Boston, and generous contributor to the Baptist missionary societies. But, previous to 1864, it was the Newton Theological Institution that had been Gardner Colby's chief denominational interest. Mr. Colby had become treasurer of the Newton seminary in 1844, and it was probably his interest in the school that made him and Mrs. Colby decide to move to Newton Centre in 1847. On the occasion of Newton's fiftieth anniversary in 1875, President Hovey said of Gardner Colby's treasurership: "Not a penny was either wasted or lost. Vigilance, promptness, personal supervision, were everywhere manifest. The lands, buildings, investments, students and professors, seemed to be under the treasurer's eye from September till June. We are indebted to him for the preservation of our school in the darkest hour of its history."<sup>5</sup> Because of his generous contribution of its new library and chapel in 1864, the building was named Colby Hall. Before his death, his gifts to Newton had exceeded a hundred thousand dollars.

In 1850 Mr. Colby had branched out into manufacturing, by purchase of a half interest in the Maverick woolen mills at Dedham, Massachusetts. Demand for cloth to make army uniforms during the Civil War made those mills very successful and added substantially to Mr. Colby's wealth.

In 1863 Mr. Colby retired from active business and devoted himself to his philanthropies and the care of his investments in manufacturing, mining, railroads, and real estate.

Such was the Boston merchant and financier, lay leader of Massachusetts Baptists, who at the invitation of President Champlin attended the Commencement of Waterville College in 1864 and who sat silent at the head table while another voice announced his gift of \$50,000 to the little college on the Kennebec.

First on its own, then in cooperation with Brown University, Waterville College had been struggling against overwhelming odds to raise substantial endowment. Mr. Colby's offer in 1864 readily took into consideration all that had already been raised in that long continued campaign. But, to bring the total to a hundred thousand dollars, as Mr. Colby demanded, seemed an almost impossible task. The war was not yet over; prices were inflated; money was scarce.

Into the situation stepped another generous layman of the Baptist faith, and he too was a Massachusetts man. J. Warren Merrill, a prominent attorney and financier of Cambridge, had been approached by President Champlin as early as 1858, but had at first made no response. As the Cambridge man came to know Champlin better, his confidence in the college president increased, and gradually he became interested in the Waterville institution. In 1862 he consented to become a member of the Board of Trustees, and a few weeks after Gardner Colby's great offer, he made his own fine contribution. He agreed to contribute \$10,000 on condition that the entire \$100,000 demanded by the Colby offer be raised by September 1, 1865.

What a thing to do in war time! How could the little college expect to meet such conditions? But a man like James Champlin was not to be thwarted even by war. President, faculty, trustees, and alumni beat the by-ways and hedges of all New England for the needed dollars. As a result, when the Trustees assembled in annual meeting in August 1865, they could record in their minutes these words: "From the report of the President it appears that the sum of \$105,444, exclusive of Mr. Colby's subscription, has been received. This fulfills one of the



precedent conditions and entitles the College to one-half of Mr. Colby's subscription."

Meanwhile Mr. Merrill had added another provision to his gift. Specific appropriation of the income from his \$10,000 must be used toward support of a professorship of chemistry and natural history. Although the record makes it evident the Trustees would have preferred an unrestricted gift, they were in no position to "look a gift horse in the mouth," and they agreed to Mr. Merrill's conditions. It thus came about that in 1866 the College got its second endowed professorship, the Merrill Professor of Chemistry. The first had been the Babcock Professor of Intellectual and Moral Philosophy, named for the second president of the College, Rufus Babcock.

Gardner Colby became a Trustee of the College in 1865, and he served loyally and devotedly until his death in 1879. Within two years he had given another \$50,000 and his total contributions, including the bequests in his will, brought to the Institution more than \$200,000. At the annual meeting in 1866 the Board voted, "that a committee be appointed to procure from the legislature a change of the name of this Institution from Waterville College to Colby University." Josiah Drummond, Abner Coburn and President Champlin were named the committee to carry out that decision. On January 23, 1867, the Maine Legislature enacted Chapter 180 of the Laws of 1867, which read:

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

Sect. 1. The name of the corporation "The President and Trustees of Waterville College" is hereby changed to the "President and Trustees of Colby University."

Sect. 2. This act takes effect when approved by the Governor.

The Institution of higher education that had started with no buildings at all as the Maine Literary and Theological Institution and had become Waterville College, with three brick buildings on the west bank of the Kennebec River just above the dam and mills of Waterville Village, had at last seen its long hoped for ship come into port. It was only natural, if a bit extravagant, that the Trustees should celebrate by adding to the Colby name the grandiose title of university. Although true university it never became, it was a challenging title, and challenge as well as endowment was what the College needed as the nation emerged from the throes of civil war.

## CHAPTER XVIII

### *Champlin's Years Of Fulfillment*

THE last ten years of President Champlin's administration were years of fulfillment. Gardner Colby's gift was only the beginning of better things for the College that came during the following decade.

First of Champlin's new accomplishments was the raising of \$100,000 needed to meet the conditions of the Colby gift. The cherished endowment fund was at last on the way. The invested funds now exceeded \$40,000, which were soon increased to \$65,000 by payment of the first half of the Colby gift.

An example of the many complications caused by allowing donors to control scholarships is the case of the scholarship given by a member of the Trustees, Rev. Adam Wilson, distinguished editor of *Zion's Advocate*. The Wilson donation had provided that he and his wife should name the recipient during their lifetime, and that after their deaths the right of designation should be held by their oldest child. That child, Dr. John B. Wilson, had recently died, and Adam Wilson now asked the College Trustees to agree that, if John's son Charles should ever enter the College he should have benefit of the scholarship. The Trustees accepted the new provision and solemnly recorded their decision.

President Champlin next turned his attention to procuring a new building. The old chapel had become hopelessly inadequate for the many demands upon it. The expanding curriculum called for additional classrooms, and the library had neither protection nor convenient housing. Champlin conceived the attractive plan of erecting for those needs a building which should be a memorial to Colby men who had fallen in the recent war. So it came about that, only sixteen months after Appomattox, the Trustees voted that "the interests of the College require that a new building be erected as early as possible, to be called 'The Memorial Hall.'" The Board voted to appropriate toward the cost of the new building the money raised by the ladies of Bangor for that purpose, and also the four thousand dollars recently received from the sale of timber on the College lands, as well as seven thousand dollars of prospective stumpage rights. They appointed a committee, composed of President Champlin, Abner Coburn and D. L. Milliken, to choose the site and see that "the foundation is carried forward sufficiently to have the cornerstone laid by the next commencement." Quite in accord with established custom the Board then turned to the faculty for money-raisers. "Voted, that the faculty of the College be requested to cooperate with its alumni in raising funds for the building."

The building cost \$30,000, and all but \$4,000 was in hand when the cornerstone was laid on August 14, 1867. The remainder was easily raised before the building was finished and dedicated on August 10, 1869. The largest subscrip-



tions were \$4,100 from Gardner Colby, \$3,000 from Abner Coburn, \$1,100 from George Edwards, and \$1,000 from George Cummings. Eight other persons each gave \$500 or more. But fully \$5,000 came from alumni and friends each of whom gave \$50 or less.

Memorial Hall was placed on the site of the first college building, the President's house. The latter was partly torn down and partly removed. Clayton Smith of the Class of 1931, in the course of studies about his ancestor, Professor Charles Hamlin, encountered evidence which made him suspect that a part of the ell of what graduates of his time called the Boutelle House, and which in 1867 was the residence of former Professor George Keely, was once a portion of the President's house. Definite record, however, has been lost; no one today knows what became of the first building erected on the college lot.

Memorial Hall had a central tower and a passageway through the building from north to south. In the belfry was a clock which hundreds of students consulted daily during their four college years. Although often needing adjustment and always in need of winding, that clock was somehow kept going until the whole building was abandoned with the move to Mayflower Hill. On the west side of the tower was the larger of two wings, rising two floors high. The lower floor was devoted to the chapel and the upper to what was called Alumni Hall, where for many years receptions and other social gatherings, as well as alumni dinners, were held. The east wing was smaller and contained a single, high-ceilinged room, with a balcony around its four sides. That room was the College Library, and as late as 1909, when this writer entered college, it was the only library room. A few years later a generous gift from Charles F. T. Seaverns, 1901, had converted the south end of the old Alumni Hall into an attractive reading room, and the north end into stack space for the most frequently used books.

Built into the east wall of Alumni Hall was the tablet which marked the building as a memorial to Colby's Civil War dead. On it was this Latin inscription:

FRATRIBUS  
ETIAM IN CINERIBUS CARIS  
QUORUM NOMINA INFRA INCISA SUNT  
QUIQUE IN BELLO CIVILI  
PRO REIPUBLICAE INTEGRITATE CECIDERUNT  
HANC TABULAM  
POSUERUNT ALUMNI

It was Professor Hamlin who insisted that a suitable memorial object be placed above the inscription, but it was Burrage himself who suggested the form which that object should take.<sup>1</sup> He told Hamlin he had been greatly impressed by Thorwaldsen's Lion of Lucerne, which Burrage had recently seen on a visit to Switzerland. When Hamlin expressed interest, Burrage showed him a card picture of the statue. On the following day Hamlin told the pastor, "I am going to Boston by the night train to see Millmore the sculptor. I wish to ascertain if he can make for us in marble a copy of Thorwaldsen's Lion adapted to the needs of our Civil War memorial."

Millmore agreed to make the sculpture, substituting the shield of the United States for that of France. Hamlin at once set to work to raise the money to pay for it, and before it came time for Millmore to deliver the marble statue in Water-

ville, Hamlin had the money. When Burrage later referred to the incident, in his *History of the Baptists in Maine*, he wrote: "The money for this artistic memorial was secured by Prof. Charles E. Hamlin, to whom this service, from high patriotic motives, was a labor of love most enthusiastically performed."<sup>2</sup>

Beneath the lion and the inscription were placed the names of twenty-five Colby men who had laid down their lives in the service of the Union. Colby alumni agreed that the Lion of Lucerne must be moved to Mayflower Hill, and that was done in 1962.

On August 14, 1867, the following items were placed in the cornerstone of Memorial Hall: a copy of the New Testament; Confessions of Faith and Covenant of the Waterville Baptist Church; Catalogue of Colby University; Catalogue of the Library; Catalogue of the Alumni; photographs of Mr. Colby and the College Faculty; list of subscribers to Memorial Hall; programs of class exercises during the year; copy of the Address to the Friends of Waterville College, issued October 17, 1863; copies of *Zion's Advocate*, *Waterville Mail* and *Portland Press*, containing notices of the Commencement Exercises in 1867; a copy of the *Columbian Centinel*, dated December 29, 1802; a five dollar bill of the Continental Currency, 1776; specimens of fractional currency; various United States coins.<sup>3</sup>

At the laying of the cornerstone, President Champlin explained why the new building was necessary and how the need fitted appropriately into the desire to memorialize the Colby men who had died in the war.

The first and most urgent necessity for additional accommodations springs from the unfavorable situation of our principal recitation rooms. These are in the basement under the chapel, with their floor from two to three feet below the surface of the earth. They are damp, unpleasant and unhealthy. Indeed, for many years before they were drained, the water stood in them to the depth of several inches during the heavy rains of spring. After having endured this evil for more than thirty years, you will not wonder that both teachers and students demand better accommodations.

Another reason for a new building is found in the present unsafe and inadequate accommodations of our library. Our present library room is in the second story of the old chapel building, a building in which, throughout a greater part of the year, must be built many fires. A library, of course, should not be so exposed to fire. Moreover, the room is full to overflowing and new accommodations must be sought somewhere.

Still another reason for a new building has grown out of the recent bloody conflict in the land. A number of our graduates lost their lives in the great conflict. Such a noble band of martyrs requires a suitable memorial. What more appropriate than this noble structure to be known forever as Memorial Hall?<sup>4</sup>

The architect of Memorial Hall was Alexander R. Esty of Boston, who had made a specialty of constructing buildings of rubble stone—just such stone as was found in a quarry about a mile west of the College, and of which were constructed not only Memorial Hall, but also two later buildings, Coburn and Chemical halls. Thomas A. Grahen of Cambridge was the contractor, and the carpenter in charge of all woodwork, including the fine paneling, was J. P. Blunt of Waterville.



Two years later, at the Commencement of 1869, the finished building was dedicated. The chairman of the building committee, Abner Coburn, delivered the keys to the chairman of the Trustees, Hon. Hannibal Hamlin, who only five years earlier had finished his term as Vice-President of the United States. Hamlin in turn presented the keys to President Champlin. The key to Alumni Hall was accepted by the President of the Alumni Association, General Harris M. Plaisted.

The year 1868 was momentous in the history of the College. It saw the completion of Memorial Hall and its actual use a few months before its dedication the following summer. It was also the first year in which a young graduate of the College began his teaching within its walls, a career which was to continue through 63 uninterrupted years. Julian D. Taylor became a tutor in Greek and Latin, assisting Professor John B. Foster, only a month after his graduation from the College in August, 1868. Five years later he was elected Professor of Latin Language and Literature, holding that position until his retirement in 1930. Known as "Judy" to more than sixty Colby classes, he is still remembered as the very embodiment of a noble Roman.

The same year saw a student petition for a gymnasium. Other colleges had seen the installation of rings, climbing ropes, parallel bars, and other apparatus demanded by the development of "Swedish gymnastics." Furthermore, the day of modern college athletics was just around the corner. Baseball had already come in; the events of track and field were beginning to develop; a few colleges had taken up boxing and wrestling. It would be more than twenty years before football would be played at Colby. That sport would indeed be preceded by bicycle racing. But even in 1868 the day was past when intercollegiate contests in Maine would ever again be restricted to croquet. The Trustees heeded the student demand and appropriated \$1200 to build a gymnasium. With that modest sum they actually put up a small building that served the needs of indoor exercise for many years.

Another significant action in 1868 was the decision to establish the degree of Bachelor of Science. Hitherto only the Bachelor of Arts had been conferred as an undergraduate degree, but sciences were developing fast. Natural philosophy was rapidly becoming the recognized science of physics, and natural history was turning into the biological sciences. Nine years earlier, an Englishman named Charles Darwin had shaken the scientific world with his *Origin of Species*. Darwin's basic theory, especially its application to the origin of man, was of course anathema to the Baptist divines who still controlled Colby University. James Champlin himself was a conservative Baptist, and he would not have countenanced the teaching of evolution, even if the more conservative Gardner Colby had not been dominant on the Board. Nevertheless science was on its way, and the time had come for Colby University to recognize it. On August 12, 1868, the Trustees therefore voted that "we establish a degree of Bachelor of Science in the University." Significantly it was not left to the faculty to lay down the curriculum for the new degree. That duty was left to a trustee committee, composed of Rev. A. K. P. Small, Rev. E. E. Cummings and Hon. Moses Giddings. Cummings had been an early graduate of the College, in 1828; Small had graduated in 1849. Giddings, a prominent Bangor man, had been a member of the Board since 1852.

The result of this decision was no action at all. The trustee records do not indicate that the committee ever reported, and subsequent catalogues continued to list as the only undergraduate degree that of Bachelor of Arts. In fact almost forty years elapsed between the decision to confer the B. S. degree and its actual

conference upon any Colby student. The many admirers of Colby's most distinguished baseball player, John Coombs, will be interested to know that he was the first Colby man ever to receive the B. S. degree in course, and his graduating class was that of 1906. Only because Coombs' name preceded theirs in the alphabet, did he receive his diploma ahead of his classmates William Dodge, Rex Dodge, and Karl Kennison, the other B. S. men in the class.

Science did get some recognition in the curriculum, but in 1870 a rigidly prescribed course of study was still demanded of all students, every member of the same class taking exactly the same subjects each term. For instance, freshmen all took in the first term Latin, Greek, Geometry, and Elocution; in the second term Latin, Greek, Algebra, Geometry, and Elocution; in the third term Latin, Greek, and Algebra.

In view of the Trustees' vote concerning the B. S. degree in 1868, it is interesting to note that, at least so far as catalogue designations are concerned, the science offerings in 1870 differed very little from those in 1860. In the year before the Civil War juniors had to take one term of the Mechanics of Solids and one of the Mechanics of Liquids, also one term each of Chemistry, Physiology, Optics, Mineralogy and Geology. The only science for seniors was a single term of astronomy. Altogether the course required seven term courses in the field of science. The only difference ten years later in 1870 was that mechanics had been reduced to a single term, mineralogy was not mentioned, and a term of zoology had been added. Not yet had the label "physics" come into use. The two departments of science which the College boasted in 1870 were called respectively Mathematics and Natural Philosophy, and Chemistry and Natural History. The former was in charge of Professor Moses Lyford, while Professor Charles Hamlin handled the latter.

It is well to note that by 1870, the faculty had been increased to eight persons, including the two endowed professorships. President Champlin was Babcock Professor of Intellectual and Moral Philosophy, while Hamlin held the Merrill Professorship of Chemistry and Natural History. Besides Champlin, Hamlin and Lyford, the other faculty members were Samuel K. Smith, Professor of Rhetoric and Librarian; John B. Foster, Professor of Greek and Latin; Edward W. Hall, Professor of Modern Languages; and Julian D. Taylor, Tutor of Greek and Latin.

Professor Hall was not kept very busy teaching modern languages. In the first term he taught German to seniors; in the second term French to sophomores and juniors; and in the third term French to sophomores and German to juniors. He was given other duties, sometimes taking a class in Latin or in History, and in 1873 he succeeded Professor Smith as librarian.

There is no question that it was the Gardner Colby gift and the gratifying result of the subscription campaign that enabled the College to make important advancement immediately after the Civil War. It certainly was not increased enrollment. The number of students was 64 in 1867-8, 51 in 1868-9, 52 in 1869-70, 53 in 1870-71, 52 in 1871-72, and 52 in President Champlin's last year, 1872-73. Whatever may be said of Champlin's accomplishment, and it was indeed such as to make him one of Colby's great presidents, it did not lie in the attraction of new students. It was left to his successor, Henry Robins, to triple the enrollment within ten years.

In 1870 the College celebrated its semi-centennial. The question has often been asked why the hundredth anniversary was celebrated in 1920. Some persons have ventured the guess that World War I postponed an intended observance



in 1918, which would have been the centennial year of Jeremiah Chaplin's first holding of classes. But that does not explain why the celebration was not held in 1913, the hundredth anniversary of the original charter. The simple fact is that the centennial year was fixed as 1920 because the fiftieth anniversary had been celebrated in 1870 and the seventy-fifth in 1895. The real question is, therefore, why 1870 was chosen as the date for observance of Colby's first fifty years.

The first mention of a semi-centennial celebration to be found in the trustee records is under the date of August 10, 1869, when Ebenezer Cummings, Joseph Ricker, and James Hanson were appointed a committee to confer with a committee of the alumni, to make preparation for a semi-centennial celebration. At a session of the Board on the following day, the committee reported that the alumni approved, and President Champlin, William Shailer, Dr. Ricker, and Adam Wilson were made a committee to arrange for a semi-annual celebration at commencement in 1870, and they were directed to invite the alumni to co-operate with them.

No word in the official records nor elsewhere gives any clue to the fixing of 1870 as the fiftieth year. It is true that the Civil War had so upset the College in 1863 that any significant observance of the fiftieth year of the charter would have been hardly feasible at that time. But no such condition interfered in 1868. A significant observance could have been arranged in that year, because exactly fifty years had elapsed since Jeremiah Chaplin arrived in Waterville and began teaching his seven theological students in the Wood house on the present site of the Elmwood Hotel. To President Champlin and the Trustees, however, there was no doubt that 1870 was the proper year for the semi-centennial. In a printed communication addressed to all alumni of the College on July 1, 1870, and signed by President Champlin and Professor Hamlin, the opening sentence was, "This being the semi-centennial of the College, we are anxious to secure the attendance of as many of the graduates as possible at our coming Commencement, August 2 and 3."

Why was the 1870 date so obvious to those men? It was because June 19, 1820, was the day when the institution became truly a college. Although the Maine charter of that date still designated the school as the Maine Literary and Theological Institution, it was that charter which first gave to its trustees the authority to confer degrees, and until it could confer degrees the institution was not truly a college. Furthermore, until 1820, only theological studies had been pursued. Although a literary department had been intended from the beginning, it was not actually started until 1820, and it was out of that department that the liberal arts college known in 1870 as Colby had grown. Finally, it was 1820 when, for the first time, classes were conducted on the college lot rather than in the rented Wood house in the village.

On the occasion of the celebration of the semi-centennial in 1870, President Champlin said, "Maine had become an independent state, and at the first session of its legislature in 1820 had granted the Institution collegiate powers."<sup>5</sup> It was clear to President Champlin and his contemporaries that the non-degree-granting institution had been but a Massachusetts experiment toward what the State of Maine made a true college.

It seems strange that, in all the years since 1813, Colby College has never celebrated an anniversary of its original charter. However the authorities may have felt in 1870 about the sacredness of the 1820 beginnings, the fact remains that the original authority to start the institution out of which the college grew

was granted in the old State House in Boston, when on February 27, 1813, the Governor of Massachusetts set his signature of approval to the act creating the Maine Literary and Theological Institution. It is entirely fitting, therefore, that in 1963 will be celebrated the one hundred and fiftieth anniversary of this College, the sesquicentennial of its original charter.

The principal event of the semi-centennial celebration was the address of President Champlin. He reviewed the history of the College, from the earliest attempts to interest Baptists in applying for a charter. He devoted much attention to the old mechanics shop, and from that sad experience he drew the following conclusion:

It may be doubted whether men who receive a real education in an agricultural or mechanical college will in many cases remain practical, working farmers and mechanics. I think the experience shows that men whose wits have been thoroughly sharpened, by whatever form of culture, generally contrive to live by their wits, and not by their hands.<sup>6</sup>

In an earlier chapter comment has been made on President Champlin's apparent disapproval of the action taken in 1820, when the theological department was made subordinate to the literary. After recounting the incident in detail, Champlin said in his historical address:

Had the Institution retained its original and more popular form till the affections of the denomination had crystallized around it, and the denomination itself had withal grown up so as to demand a college, I can but think its history would have been different.

It is clear that Champlin felt, as indeed did many others connected with the College, that the support given it by Maine Baptists had been at best sporadic and lukewarm. That may have been true of some of the Baptist churches and their ministers, but it certainly was not true of individual Baptists. No one knew better than President Champlin, on that August day in 1870, that the most generous contributions ever received by the College had come from staunch Baptists like Gardner Colby, Abner Coburn, and Joseph Merrill.

President Champlin paid deserving tribute to the men who had done so much to make the College what it had become in 1870: to Jeremiah Chaplin, the first President; to William King, Maine's first Governor; to Daniel Merrill, the Sedgwick pastor who had been the true founder of the Institution; to Timothy Boutelle, who had shown himself a loyal supporter, both with his time and his money, from 1818 until his death. Then, in conclusion, Champlin said:

Perhaps we may say now, at the end of fifty years, that the College is fairly founded. It has funds enough—which it never had before—to sustain it on its present scale of operations, without drawing upon the principal. We want, however, not only permanence, but progress. To stand still in such an age is tantamount to moving backwards. Unless we move ahead, we must fall behind.

Champlin was no man to be content with the platitudes expressed in those sentences. He minced no words when he pointed out the mistakes of the past.

Previously to our recent successful endeavors, no improvements whatever had been made upon the premises, no additional teachers had



been employed, and no considerable additions had been made to library or apparatus for thirty years. In the meantime other colleges were making improvements, leaving us behind. This want of stir seemed to imply that we had gone to sleep, or were about to give up the ghost. Hence we lost both prestige and patronage, which we have not yet been fully able to recover. But I am confident it will return in due time, if we continue to improve as we have in the few years just past. Of all things, stagnation is the most to be dreaded in a college.<sup>7</sup>

In previous chapters we have seen how the college lot, which once stretched from the Kennebec to the Messalonskee, had been depleted by sales until only the campus itself and a few nearby house lots remained. The final restricting sale came in 1870, when the Trustees authorized the Prudential Committee "to consider any change which Maine Central Railroad Company may propose to make in their road, affecting any lands belonging to the University and to act in the matter as their judgment may dictate."

The subsequent action was the removal of tracks along the river bank back of the college buildings and the reversion of that right of way to the College; but in its place the College gave up nearly twice as much land that it owned on the south and the west, so that the main campus of the College was for many years limited to the modest area of 29 acres. Besides the sales to individuals, a large slice had gone in 1848 to the Androscoggin and Kennebec Railroad, the first rail line to enter Waterville; but it was actually the deal of 1870 which sealed the fate of the College to be hemmed in for another three quarters of a century between the railroad and the river.

In the summer of 1870, old Recitation Hall, in which the chapel was no longer needed, was completely renovated into the rooms that this writer's own college generation knew in the second decade of the present century. There were two classrooms on each of the three floors, the most memorable of which became "Dutchy" Marquardt's German room on the second floor, and "J. Bill" Black's history room and "Cassie" White's Greek room on the top floor. In the south room of the first floor the YMCA used to hold its Tuesday evening meetings, and in that room someone had long ago installed a wheezy parlor organ. All that, however, was many years after 1870, when the building was first converted into solely a classroom building.

When the Trustees voted to remodel Recitation Hall, they accompanied that vote with another significant action. Their entire vote read:

Voted, that the Prudential Committee be instructed to proceed with alteration of the Chapel Building substantially as proposed by Mr. Esty the architect, and that they also proceed to the erection of a new building for a cabinet and chemical laboratory, provided funds can be secured by subscription.

Thus it came about that the College was to secure a second new building in the Champlin administration. The funds were secured, owing largely to the generosity of Abner Coburn, and at the north end of the campus, in direct line with Memorial Hall, was erected, in 1872, Coburn Hall, Colby's first building devoted to the sciences. In early correspondence it was referred to as a building for "cabinet and apparatus." That meant everything that then pertained to the biological sciences, to geology, to physics, and to chemistry. Burrage says it contained four rooms for lectures and laboratory work, a hall for collections

in geology and natural history, and the Hamlin collection of the birds of Maine.<sup>8</sup>

No sooner had the Trustees voted to erect the science building when funds should be available, than right there in the meeting room on August 3, 1870, four men immediately made the needed funds available by pledging on the spot ten thousand dollars each. Thus Coburn Hall became a true memorial of the semi-centennial, provided by the generosity of Abner Coburn, Gardner Colby, Joseph Warren Merrill, and Judge William E. Wording.

So great was the immediate rejoicing among the Trustees that they exhibited a spontaneous burst of generosity. Gardner Colby moved and it was unanimously voted that, beginning in the fall of 1870, all faculty salaries should be increased twenty-five percent.

Although President Champlin would never have admitted it, the most important and most enduring action of his entire administration was the admission of women. That story is fully related in Chapter XL.

Looking forward confidently to enlargement of the faculty, the Trustees proceeded in 1871 to consider the division of several departments. It is noteworthy that those initial considerations, as well as the final decisions, were made by the Trustees, not by the faculty, although President Champlin may have discussed the issues in faculty meeting. If he did so, the secretary of the faculty missed the significance, for the faculty records are silent on the subject.

The first move in the direction of departmental division was made at the annual meeting in 1871, when the Board voted that,

at the earliest day practicable there be established, instead of a department of ancient languages, two departments, one of which shall be called the department of the Greek Language and Literature; the other the department of the Latin Language and Literature.

Dr. Sheldon, the former President who had become a member of the Trustees, then moved to consider dividing into two departments the present department of Mathematics and Natural Philosophy. The matter was referred to a committee composed of Sheldon, Dr. Hanson, and Moses Giddings. The committee asked that the matter be tabled until the 1872 meeting, when the Board voted that the old department be made two, under the respective titles of the department of Mathematics and the department of Natural Philosophy and Astronomy. Thus began the linkage of two fields of science, physics and astronomy, which would later induce Col. Richard C. Shannon to erect a unique physics building topped by an astronomical observatory.

When the present writer entered the College in 1909, North and South College, Memorial Hall, Chemical Hall and Coburn Hall were heated by steam, but the rooms in Recitation Hall still had the big box stoves. Students of the writer's generation can well remember the ritual with which Dr. J. William Black opened his classes on the top floor of that building. After the class had made its leisurely entrance, Dr. Black would emerge from his adjoining office, clad in a long linen duster and gloves. Going to the wood closet, he would pick up a few sticks of big two-foot logs, carry them to the stove, lift the cover and place them gently within. Picking up the poker, he would stir the fire, close the cover, brush his arms and breast with his gloved hands, look about the room, notice that the sun was pouring in one window, go to that window and adjust the shade, then walk with great dignity into his office, remove gloves and duster, step out again, stand behind the desk and say, "Good morning. I will now call the roll."



Such stoking of fires by professors, common in Recitation Hall as late as 1910, was the everyday chore of all professors and of all students in their dormitory rooms prior to the winter of 1871-72, for it was in August, 1871, that the Trustees decided on their first venture into central heating. They voted "that \$3750 be appropriated to be used this fall for repairs on North College and heating it with steam."

It was in 1872 that, for the first time, two of the college buildings were renamed for persons. Hitherto the middle brick building had been known as Chapel or Recitation Hall. Immediately after the building of Memorial Hall, the most common name for the recitation building was Old Chapel. At the annual meeting in 1872, Dr. Ebenezer Cummings proposed that the remodeled building be named Chaplin Hall, after the first president. The motion was tabled until the adjourned session in the afternoon. Then Rev. Franklin Merriam, a Massachusetts member of the Board, proposed an amendment, naming the building for President Champlin. The result was a happy compromise honoring both presidents. The Old Chapel became Champlin Hall, and North College became Chaplin Hall. Ironically enough, the college generations between 1900 and 1920 had not the slightest idea that the two buildings officially had names that honored the two presidents. Neither presidential name was ever used when either students or faculty referred to the structures. The northern dormitory was always North College and the middle brick building was always Recitation Hall.

Every college can boast of incidents which faculty and townspeople regarded as serious or even criminal, but which after the lapse of many years appear more humorous than solemn. Such an incident at Colby occurred during the Champlin administration. When Joseph Coburn Smith was editor of the *Colby Alumnus* in 1940, he brought to light the story that he called "The Privy Arson Case."

Back of the college buildings, on the site where Hedman Hall was later built, was a small, undecorated, but useful structure, which served as a common latrine for the dormitories. Interior plumbing was quite unknown in that day. Just as the single out-door pump supplied water for the students' ablutions, the little building in the rear served the demands of nature.

The building was not just a wooden shack, but actually much more imposing. Its walls were of stone, of the same material of which Memorial Hall was later built, for the latrine had been erected shortly before the Civil War, replacing an older wooden structure. Once built, the stone building was left to take care of itself. By 1872 it had become sadly dilapidated, especially with respect to its internal appointments. The students repeatedly complained about it, but nothing was done.

On the night of May 14, 1872, the building caught fire and all except its stone walls was destroyed. In those days the town authorities were much more ready to interfere in college affairs than has since been the case. On the Mayflower Hill campus the city officers of the mid-twentieth century never stepped in until requested to do so by college officials. But, after that out-house fire in 1872, the selectmen of Waterville didn't wait for college action, but proceeded directly to act on what they suspected was a case of arson. It was the old court record of the case which Joe Smith found, and which shows how seriously the incident was considered.

The inquiry resulted in the following court record signed by Justice Drummond:

Whereas the municipal officers of the town of Waterville complained to me that a certain building, the privy owned by the President and Trustees of Colby University, situated on their grounds back of the college buildings, was on May 14, 1872, destroyed by fire, and that reasonable grounds exist for believing that the fire was not accidental in origin, but was caused by design, six good and lawful men were summoned before me to make due inquiry.

Whereas, also, it appears that on June 18, 1872, a subpoena was duly issued by me, and Nathaniel Butler, Jr., was duly summoned to appear before me on June 22, 1872, to give evidence of what he knew relating to the origin of the burning of said building, and the said Nathaniel Butler, Jr. having failed to appear, he hath thereby committed a contempt of this court. The sheriff of Kennebec County, or either of his deputies, is commanded in the name of the State of Maine to take the body of him, the said Nathaniel Butler, Jr., and bring him forthwith before me to answer to said charge of contempt.

Joe Smith naturally became curious to learn how the episode could be treated so seriously and then so suddenly dropped. Fortunately one of the students named in the court record was still living. Horace W. Stewart of the Class of 1874, himself a dignified, retired justice of the courts, though a very aged man in 1940, still resided at East Vassalboro, Maine. Joe at once called on Judge Stewart and from him got the remainder of the story.

The Judge said he and Butler, disgusted at the faculty's neglect of the structure, had decided to touch it off. "The walls were laid up in stone, just like Memorial Hall. In fact, by that time, it has received from students the name Memorial Hall Junior. It had two openings for windows, but no sash, and the door had long ago disappeared. The damage was confined to the interior appointments and was really minor. But it did make quite a blaze."

Judge Stewart then told how there gathered a group of eight students, who spent the night at Col. Heath's lumber camp in the woods above Benton. "Heath's men were tickled to see us and fed us with beans and doughnuts as big as a skillet. Because the next day was Sunday, we knew that no legal step could be taken; so we came back to town."

Stewart was at a loss to explain how suspicion became directed at himself and Butler. "It must have been the janitor. That was before Sam Osborne had the job. Sam would never have told on a student. He was close-mouthed; he was a darling."

Judge Stewart gave Butler credit for settling the affair to the satisfaction of both the college and the town authorities. "Nat was a very conscientious fellow, and after a while he confided in his father, a distinguished Baptist minister and a trustee of the College. Dr. Butler came to Waterville and talked with President Champlin. It was finally agreed that, if we would pay thirty dollars damage, the charge of arson would be dropped. So I sent home for the money to pay my half, and we heard no more about the matter."

Judge Stewart expressed surprise when Joe Smith told him that the official court records had been preserved for nearly seventy years. He had no idea the case had been treated with such ceremony. But, as Joe left the old gentleman, that co-arsonist of 1872 got in a last word: "Anyhow, the college ought to have rebuilt the structure long before that."

Who was the companion of Judge Stewart in that blazing episode? Who was Nathaniel Butler, Jr.? He was the son of Nathaniel Butler, Sr., of the Class



of 1842, who at the time of the incident had just become a Baptist pastor in Bangor after distinguished pastorates in Illinois and Kansas. Young Nathaniel graduated from the College in 1873, and at once began a notable career as an educator. In 1884 he was called by President Harper to the Chair of Rhetoric and English Literature at the new University of Chicago, then became the University's Director of Extension. In 1895 he was called by his alma mater to be its president, in which office he served with great distinction for six years. He then returned to the University of Chicago as Professor of Education and later Dean of its College of Education. So it becomes a matter of historical record that one of the presidents of Colby College did in his student days confess to "Privy Arson."

When the Trustees assembled for their annual meeting in 1872, with Curn Hall about to be opened for the sciences, they were in an affluent mood. They appropriated \$2550 to complete the renovation of North College, on which they had already spent \$5750 in the previous year. They granted Professor Hamlin's request that he be released from all duties not directly connected with instruction in Chemistry and Natural History. They granted the first paid sabbatical leave known in Colby history. Hitherto any permitted leave had been at the faculty member's own expense. But, so sound was the treasury in 1872 that the Board voted that "the request of the Professor of the Department of Modern Languages (E. W. Hall) for leave till the summer term of next year, for the purpose of study in France and Germany, be granted, and that the Treasurer be instructed to pay him in advance two-thirds of his salary for the coming year." The Board then proceeded to make the hitherto unprecedented appropriations of \$500 each to the departments of Mathematics and Natural History for the purchase of apparatus.

It had been some time since any attempt had been made to feed the students in a common dining hall. Meals were obtained at boarding houses operated at homes in the village, although in the 1870's a few students were still getting meals in their rooms, obtaining weekly supplies of cooked food from their homes. The Trustees, remembering well the financial losses and the constant complaints about the old dining service, had no intention of resuming the facility in Champlin's time. In 1872 they voted to sell the old Commons Hall. At the same time they decided "to retain the house on Front Street." That was a small dwelling house, south of Memorial Hall, which had been built in the 1830's for occupancy of a faculty family. It had served various purposes and by 1870 was not in good condition. But, with the recent division of two departments into four the Trustees looked forward to faculty additions, and the house might still be made useful.

The Trustees wisely decided that the recent renovations in living quarters for students justified more revenue. They voted that, effective with the fall term of 1872, room rent for double rooms should be raised from \$6.66 to \$8.00 per term, and in single rooms from \$6.00 to \$7.00. It is to be noted that the room charges at that time were not made per student, but per room. The fee of \$8.00 was for the double room, each occupant paying only \$4.00 per term.

The climax of the Board's annual meeting in 1872 was the resignation of President Champlin, to take effect on January 24, 1873. He had been connected with the College for thirty-two years and had been its president for exactly half of that time. The Board reluctantly accepted the resignation, expressing their gratitude for his diligent and devoted service. And what a service it had been! A comfortable endowment, three new buildings, plans for a larger faculty, sub-

stantial increase in salaries, enthusiasm of alumni and friends—these things had all come since the summer day in 1857 when James T. Champlin, humbly and very reluctantly, agreed to change from his professorship of Ancient Languages to the greater burden of the presidency of an impoverished and all but doomed little college. His accomplishments had been indeed remarkable. Of all the money collected between 1857 and 1872, Champlin had personally secured nearly \$200,000. When he left the presidency, the College had no debts. His colleague Samuel K. Smith said of him, "He came to Waterville as a professor when I entered as a student in 1841. I came to know him as a man of unswerving, invincible integrity. What particularly struck me was the complete subordination of his personal interests to the broader interests of the College."

James T. Champlin had steered the leaky ship through the wild waves of civil war, had stopped the leaks with new funds, and had at last brought the vessel into the port of financial stability.





## CHAPTER XIX

### *Redoubtable Quintet*

THE faculty members associated with James T. Champlin, during his presidency, deserve individual mention. One of them, still in the rank of tutor when Champlin resigned, had then been on the faculty too short a time to become a member of the influential ruling group, but he was destined to have longer service than any of the others, for Julian D. Taylor taught at Colby College for sixty-two years. Since his most important service was rendered much later than Champlin's time, an account of it must be reserved for a later chapter. Each of the remaining five teachers, however, who comprised the faculty in 1873 was a dynamic individual, who made the little college a lively place during the crucial years when President Champlin brought it from near oblivion to security.

Those five professors saw at Colby a combined service of 169 years. In the order in which they joined the faculty they were Samuel K. Smith, Professor of Rhetoric from 1850 to 1892; Charles E. Hamlin, Professor of Chemistry and Natural History from 1853 to 1873; Moses Lyford, at first Professor of Mathematics and Natural Philosophy, later Professor of Natural Philosophy and Astronomy, from 1856 to 1884; John B. Foster, at first Professor of Ancient Languages, later Professor of Greek, from 1858 to 1893; and Edward W. Hall, who served as Professor of Modern Languages from 1866 to 1891, and Librarian from 1873 until his death in 1910.

Edward Winslow Hall was the youngest, but by no means the least influential of those who held professorial rank in the Champlin administration. Born in Portland in 1840, he was a graduate of the old Portland High School, from which he entered Waterville College in the fall of 1858.

Hall was a master of the classical, as well as of the modern languages, and his interest in literature extended to all the world. Early he became familiar with the writings of Tolstoi and other Russian mystics, and he delved deeply into the literature of the Far East. He was celebrated for his clear, unblemished handwriting, not the stilted formations of the old-time writing masters, but a fine, legible hand of marked individuality. For more than a quarter of a century he served as clerk of the Waterville Baptist Church, and the carefully kept records in his easily legible writing have been the delight of church historians.

Graduating in the second year of the Civil War, Edward Hall's plans were for military service, but physical disability caused his rejection. Determined to play a part in the prosecution of the war, he secured appointment as Requisition Clerk in the War Department at Washington, where he had charge of the accounts pertaining to military expenditures amounting to several hundred millions



of dollars. When Maine's senator, William Pitt Fessenden, left the Senate to become Secretary of the Treasury, he secured Hall's transfer to the Treasury Department.

When the Trustees of Waterville College made the hitherto incidental teaching of modern languages a position of departmental rank in 1866, they chose Edward Hall to take charge of the new department. At the age of twenty-five he became a full-fledged colleague of such older men as Smith and Hamlin. For several years he taught classes in mathematics and Latin, as well as in his own department of French and German. In 1873 he succeeded his colleague, Professor Smith, as librarian, and carried on those duties in addition to his heavy teaching load. He was the first Colby professor to be granted paid sabbatical leave. He spent the year of 1872-73 in Germany, studying at the University of Goettingen under the noted Wilhelm Mueller.

It was as librarian, rather than as teacher of languages, that Hall won lasting fame. His achievements in that field are recounted in a later chapter. But, with all his other duties he found time for writing. His *Higher Education in Maine* is the most authoritative work available in a single volume concerning the Maine colleges prior to 1900. He edited the General Catalogue of Colby University<sup>1</sup> in 1882 and 1887, and his last distinguished work for the College was the General Catalogue of 1909. The latest edition of that Catalogue was prepared in 1920, ten years after Hall's death, by his successor as Librarian, Charles P. Chipman. Many Colby graduates regret that the College has not seen fit to publish another edition since 1920. Those issues of the General Catalogue, through the years from 1840 to 1920, are a mine of information about the alumni.

Hall was champion of a cause not popular with such professors of the old school as Samuel K. Smith. That cause was the "Elective System." Complaints concerning the rigidly required curriculum became louder year after year. Colby students were made aware that the rigidity had been broken in other colleges, such as Harvard, Yale, and Williams. Although we have already described in some detail the fixed requirements of the 1860's at Colby, it is well to emphasize the situation by quoting Hall's classmate, Richard C. Shannon.

The curriculum we pursued was a hard and fast one, exactly the same for all, chiefly consisting of Classics and Mathematics. The course began with Latin, Greek and Mathematics, continued with Rhetoric and Logic, and something of Physics and Modern Languages, and concluded with Mental and Moral Philosophy.

Opponents of the elective system, who at Colby were chiefly Smith and Foster, argued that it tended to bewilder the student, scattering his attention superficially over too wide a range of subjects, unconnected with one another, and that it gave the student a freedom he was too immature to indulge with impunity. The defenders, notably Hall and Hamlin, claimed the new system would give scientific studies their rightful place in the curriculum, would provide more than single, scattered terms in modern languages, and best of all would give the student a chance to choose what especially interested him. It is clear that neither side was entirely free from the charge of self-interest. Smith and Foster were teaching in the entrenched fields of the required curriculum, while Hall and Hamlin were in the fields of science and modern languages, then struggling for recognition. The latter disciplines were viewed by the classicists of 1870

much as scientists and teachers of any language, ancient or modern, viewed the social sciences in 1910. At Colby the opposition to the elective system was so strong, both in the faculty and among the Trustees, that it was not substantially introduced until many years after Champlin's time. In fact President Champlin himself had little use for it. Never at Colby did the system apply fully, as President Eliot insisted upon it at Harvard. There has never been a time at Colby when there have been no fixed requirements for all students, though the proportion between required and elective courses has changed, with a kind of pendulum swing, through the years.

Professor Hall never lived in an ivory tower, although that kind of life is unjustly suspected of all librarians. He was interested in town affairs as well as those of his church, and several times served as moderator at Waterville town meetings. He was long a member of the local school committee, and he took such interest in the public schools that he became a founder and vice-president of the Maine Pedagogical Society, forerunner of the now powerful Maine Teachers Association. For twenty-six years he served as secretary and treasurer of the Colby Alumni Association, and in that capacity he carried on correspondence with several hundred graduates of the College.

In 1904 one of the Trustees, Dudley P. Bailey, asked Hall about faculty salaries when Hall first joined the faculty. Hall replied:

I relinquished a salary of \$1600 in Washington and accepted a professorship here at \$1200. After a few years my salary was raised to \$1400, then to \$1600, and finally to \$1800. I do not recall the dates of the increases. The President's salary was \$1800 in Dr. Champlin's time, at least at the close of his administration. Sometimes he had house rent, sometimes its equivalent in cash.

Professor Hall's case was made a sort of trial balloon when, in President White's administration, the Colby Trustees tried to get the faculty under the benefits of the Carnegie pensions. On April 2, 1907, John G. Boneman, Assistant Secretary of the Carnegie Foundation for the Advancement of Teaching, wrote to President White:

At the meeting of the Executive Committee of the Foundation, held March 28, the application of Dr. Edward W. Hall for a retiring allowance was considered and, I regret to say, not granted. As long as our charter stands as it does, the Committee is not able to vote retiring allowances to professors in institutions which are controlled by a church body or in which any denominational test is imposed upon trustees or faculty. The problem of dealing with applications from denominational colleges was given much attention at the meeting. Almost without exception the applicants were abundantly deserving, but to not one of them was an allowance granted. The decision, therefore, does not reflect in the least upon the merit of Dr. Hall's case.

Edward Winslow Hall died at his home in Waterville on September 8, 1910. The following day would have been his seventieth birthday, and forty-four of his seventy years had been spent in devoted service to his alma mater.

Samuel King Smith was quite a different man from Edward Winslow Hall. While the latter had a keen sense of humor, the former was stern and solemn. For levity of any kind he had no tolerance. He was a conservative in both



education and religion, in contrast to Hall's more liberal views in both areas. Smith had no use for any educational method except memoriter learning and strict repetition of the text. He was suspicious of science and regarded Hamlin's ventures in the laboratory and out in the fields and woods as anything but true scholarship. In religion, both Hall and Smith were loyal Baptists, but Smith was eager to have the church return to the disciplinary measures of Dr. Chaplin's time, while Hall always advised tolerance toward the "backsliders." Judged by modern standards Hall is the more attractive man, but Smith in his different way made strong and lasting contribution to the College.

Descendant of an early colonial family, which had settled in Ferdinando Gorges' Maine province of Yorkshire in the seventeenth century, Samuel King Smith was born on a farm in Litchfield, Maine, on October 17, 1817, the youngest of eleven children. His father was for several years a member of the Massachusetts legislature and made the long journey, to attend its sessions in Boston, on horseback.

In his youth Smith came to admire a somewhat older boy in the neighborhood who attended Bowdoin, and Smith determined that he too would secure a college education. With so large a family and so many financial burdens, the father could not help. Nor was any member of the family sympathetic with what they considered Samuel's high flown ideas. Entirely on his own financial resources, Smith prepared for college at Monmouth and Waterville academies. Entering Waterville College in the fall of 1841, he graduated at the head of his class in 1845. His earnings by teaching in Litchfield schools during the long winter vacations did not provide enough money to meet college expenses, but he was able to finish the course with timely aid from Deacon Scribner of Topsham.

After attending Newton Theological Institution, Smith received ordination as a Baptist minister and served for two years as editor of the organ of Maine Baptists, *Zion's Advocate*, the same paper which many years later would be edited by his son, William Abbott Smith of the Class of 1891.

In 1850 the College Trustees called Smith to the chair of Rhetoric. For forty-two years he devoted himself loyally to an ever expanding service for his alma mater. He was greatly interested in history, a subject which received little attention in the college curriculum before the end of the nineteenth century. Abraham Jackson of the Class of 1869, a member of the faculty at the theological school in Meadville, Pennsylvania, recalled: "His wise reflections led me to Guizot; he sent me to Montesquieu; he told me what I would find in Hooker; he warned me against the special pleadings of Froude and cautioned me against the sophisms of Buckle."

It was Abraham Jackson who testified to Smith's special scholarly interests:

I believe inductive logic, so necessary in science, was an instrument he could have successfully used, but manifestly he had little sympathy for it. The deductive was his province. Its forms were almost the toy of his understanding, its philosophy a congenial theme of his deeper musing. His mind could hardly work otherwise. As for rhetoric, it seemed to be not something that he knew, but something that he vitally was, the very texture of his intellect.

English literature, in fact any literature except the ancient classics, had little place in the college curriculum in Smith's time. It was an innovation, therefore, when Smith decided to teach a term course labeled English Literature. His un-

yielding Baptist beliefs were somehow reconciled with his love of the English poets and masters of prose. Again it is one of his students who gives pertinent testimony. "Under his incidental guidance I found my way into the rich domain of Chaucer, into Spenser's great allegory, into the noble sonnets of Sir Philip Sidney. 'Read Milton's prose', he once counseled me, 'and don't forget to keep Bacon always in mind.'"

Teachers of English in any day would agree with President Roberts' comment that English composition is the most difficult of all subjects to teach. In Smith's time students complained about rhetoric just as they complain about English composition today. Twice the complaints against Smith reached the Board of Trustees. On both occasions a committee of the Board investigated and both times he was soundly vindicated. As he himself put it,

Young men in college are at that age when specific knowledge alone appeals to them. They want facts, not theories. They are not yet enfranchised in the realm of thought, and thought is the material with which rhetoric must deal. Whately's rule 'Write as though you have something to say and not as though you wish to say something' must be taken by college students often in reverse. They are pumping from an empty well, which no instruction about the pump handle can make attractive.

This was the man who taught many generations of Colby students to write accurate, forceful, convincing prose. He moulded the style of such men as William Penn Whitehouse and Leslie C. Cornish, both chief justices of the Maine Supreme Court. He taught great teachers like Nathaniel Butler, Jr., and Albion Woodbury Small, competent preachers like Edwin C. Whittemore and George Merriam, skillful writers like Holman Day and Walter Emerson. Many Colby men achieved an effective written style under the stern instruction of Samuel King Smith.

Dr. Smith died on August 24, 1904, and is buried in Waterville's beautiful Pine Grove Cemetery.

Of all the professors in Champlin's time, the one most popular with students was "Johnny" Foster. John B. Foster was born in Boston in 1822, but came to Waterville with his father and mother at the age of six. When the Waterville Academy was established in 1829, he was one of its first pupils. When he reached the age of fourteen he had no thought of further education, but decided to learn a trade. He became a skilled carpenter and was a competent "do-it-yourself" man all his life. Through the influence of interested leaders in the Waterville Baptist Church, the boy gradually became interested in what was going on at Waterville College, and in 1839, when he was still only sixteen, he decided to attempt college studies. But he was not quite ready. Two intensive terms at his old school, the Waterville Academy, were enough, however, to assure him admission into the College. A diligent and eager student, he soon came to regard the emphasis on Greek and Latin not as an impractical burden, but as the sure and rewarding road to a life of learning.

Graduating from the College in 1843, Foster followed a number of his prominent predecessors, including Elijah Lovejoy, as principal of China Academy. After subsequent teaching at Lexington, Massachusetts, he decided to prepare for the ministry, and entered Newton Theological Institution in 1847. By 1850 he held three degrees, A. B. and A. M. from Waterville College, and B. D. from Newton. Instead of taking a pastorate, he was called to the editorship of *Zion's*



*Advocate* in Portland, a position which Samuel K. Smith had just resigned in order to accept the professorship of Rhetoric at Waterville College.

It was James Champlin's elevation to the presidency of the College which opened the way for Foster to join the faculty of his alma mater. The Trustees invited the young editor to take the professorship of Latin and Greek vacated by Champlin, and Foster gladly accepted. When, in more affluent days, the professorship was divided, Foster became Professor of Greek and Professor Julian Taylor took charge of the Department of Latin. John B. Foster taught at the College for thirty-five years, endearing himself to hundreds of students.

It is somewhat amazing that throat trouble is said to have contributed to the decision of three faculty members to enter teaching careers. In his letter of resignation to the First Baptist Church in Portland, Champlin himself had given his throat affliction as a decisive factor in his decision to go to Waterville. Professor Samuel K. Smith had become convinced that his ailing throat would not permit him to continue a pulpit career. Of John B. Foster, Dr. George B. Ilesley said in 1893, "A throat trouble prevented his entrance upon the work of the ministry." There is something about this common affliction that smacks of more than coincidence. Perhaps if Colby's noted throat specialist, Dr. Frederick T. Hill, 1910, had been around at the time, he could have thrown light on the puzzling question, why three Colby professors of the same era should all have throat trouble, yet all live beyond the allotted three score years and ten.

Like Professor Hall, John B. Foster had absorbing interests in church and town. For many years he taught a large Bible class at the Waterville Baptist Church and held many offices in its organizations. For thirty years he was treasurer of the Maine Baptist Missionary Society, during which time he handled skillfully and prudently \$400,000 of the Society's funds. He served not only on the Waterville school committee, but also for several years as supervisor of the public schools.

John B. Foster will also be remembered as the first of four generations of John Fosters to graduate from Colby. His son, John M. Foster, 1877, was a prominent Baptist missionary in Swatow, China, President of Vashon College in Burton, Washington, and President of Ashmore Theological Seminary. John H. Foster, 1913, grandson of John B., was born in Swatow, China. The paternal missionary influence and a desire to study medicine turned him to a career as a medical missionary in China, where he spent fruitful years following his medical degree at the University of Pennsylvania and his internship at Peter Bent Brigham Hospital in Boston. Returning to the United States, he settled in Waterbury, Connecticut, where he became one of its leading and best loved physicians. John B.'s great-grandson, John T. Foster, graduated from Colby in 1940, became a pilot in the Army Air Force in World War II, and had the thrilling experience of having his plane shot down near the village in China where he had spent his boyhood. Other members of the family who hold Colby degrees are Dr. Frank Foster, 1916, a professor at the University of Maine, Dr. Grace Foster, 1921, a prominent New York psychologist, and Anna Foster Murphy, 1944. The wife of John H. Foster, and his missionary companion in China, was Helen Thomas, 1914, daughter of Arthur M. Thomas, 1880, and Frank's wife was the daughter of the famous Colby educator, Randall Condon.

Moses Lyford, born in Mount Vernon, Maine, in 1816, was a classmate of John B. Foster's at Waterville College in 1843, but unlike Foster he had prepared at Kents Hill, which would for more than a century be a keen rival of Waterville Academy and its successor, Coburn Classical Institute. After gradua-



tion from college, Lyford taught for three years at Kennebunk, Maine, then for four years at Townsend Academy in Vermont. He then became principal of the Boys' High School in Portland, where his successor was James Hobbs Hanson of the Class of 1842, who later became known as the great administrator of Coburn. At Portland, one of Lyford's pupils was Thomas B. Reed.

In 1856 Lyford was called to his alma mater as Professor of Mathematics and Natural Philosophy. In 1872, when a separate Department of Mathematics was established, he became Professor of Natural History and Astronomy, remaining in that position until 1884. He then became a member of the Board of Trustees, from which declining health compelled his resignation in 1887. He died on August 4, 1889. Of the seventy-one years of his life, thirty-five had been spent as student, professor and trustee of his beloved college.

Comment has been made about the excellent handwriting of Professor Hall. Moses Lyford's hand was just as even, precise, and legible. Preserved is a letter which he wrote on July 29, 1856, in reply to the invitation that he join the college faculty. That letter reveals an understandable caution in regard to the finances of his alma mater.

In reply to your note of the 4th inst., I take this my earliest opportunity to say to you and through you to the Trustees of the College, that, after mature deliberation with regard to accepting or declining the appointment with which I have been honored, I have come to this conclusion:

Taking it for granted that the proposed endowment will be secured and the 'Plan of Improvements' recommended by the Faculty will be carried out, I am willing to identify my interests with those of the College, and devote whatever energy or ability I may have to the advancement of those interests, provided I can rely upon a comfortable support in return for such services. It is felt by the present faculty and is admitted by all who are familiar with the facts that the present salaries of the professors are quite too small and ought to be immediately increased by at least two hundred dollars. I may be permitted to state further that, even after such increase shall have been made, such is my position here that, to exchange it for the one at Waterville, will involve a large pecuniary sacrifice annually. This sacrifice, however, I am ready to make, but whatever I do beyond this must rely on the success of the proposed endowment.

Allow me, then, to propose as a condition upon which I am willing to accept the appointment, that the Trustees, in anticipation of the endowment, fix the salary at one thousand dollars, it being understood that I am ready to subscribe toward the endowment fund a sum equal to the amount of the proposed increase, for two years. If this proposition shall meet the views of the Trustees, I shall be ready to enter at once upon the discharge of the duties of the office. Should the result be otherwise, I trust my interest in the prosperity of the College will not be lessened, but will seek some other mode of development no less serviceable to the institution but less objectionable to its friends.

At their annual meeting in 1856 the Trustees accepted the Lyford proposal and voted that "the salaries of the professors be henceforth one thousand dollars per annum with the condition that each contribute two hundred dollars annually for two years to the subscription now being solicited."



The chair of Mathematics and Natural Philosophy was second only to those of Sacred Theology and of Languages at Waterville College. It had been established in 1827 when Thomas J. Conant had been brought in by Chaplin to take charge of Latin and Greek, necessitating a change of appointment for Avery Briggs, who was then made Professor of Mathematics and Natural Philosophy. The man who did so much to keep the College going during its early years of struggle, George Keely, was Briggs' successor in the professorship, which he held from 1829 to 1852. Then for four years such work as was done in mathematics and physical science was distributed among the other professors and tutors until, in 1856, Moses Lyford was called to the position.

Lyford was truly devoted to the newly developed science of physics, though it would be many years before work in that subject at Colby would be known by any other name than natural philosophy. He joined ranks with Hamlin in pressing for appropriations and contributions to provide scientific apparatus. In the gradual building of laboratory supplies and in the organization of courses, Lyford effectively paved the way for the great scientist, William A. Rogers, for whose internationally known research Col. Richard C. Shannon would erect the Shannon Physics Building.

When Moses Lyford joined the faculty another scientist, Charles E. Hamlin, had already been a member for three years. Of all faculty members in the Champlin administration, Hamlin has left the most permanent impression because there is so much preserved, both of his own writings, and of what was written either to or about him. He was the one man on the Champlin faculty to become well-known on both sides of the Atlantic. He alone of the men who composed that teaching force can be called a true research scholar in the modern sense of the term.

Charles Edward Hamlin was born in Augusta, Maine, on February 4, 1825, the oldest of five children, all boys. He prepared for college at the old Augusta High School under William Woodbury, a Colby graduate of the Class of 1841. Hamlin entered Waterville College originally as a member of the Class of 1845, but was forced to withdraw in July, 1843, because of ill health. He stayed out of college for nearly two years, but in May, 1845, felt able to resume his studies, and graduated with distinction in 1847.

After teaching at Brandon, Vermont, and at Bath, Maine, Hamlin came to Waterville College as Professor of Chemistry and Natural History in 1853. His predecessor and first holder of the chair had been Justin R. Loomis. Those two were Colby's only teachers of chemistry for thirty-four years. Chemistry has indeed been a long-lived professorship at the College. In the one hundred and nine years between 1838 and 1947, only four men headed the Department; Justin R. Loomis for fourteen years, from 1838 to 1852; Charles E. Hamlin twenty years, from 1853 to 1873; William Elder thirty years, from 1873 to 1903; and George F. Parmenter, forty-four years, from 1903 to 1947.

We must not think of Hamlin as a chemist, however. In his day very few men specialized in that science, to say nothing of its modern sub-specialties of organic, inorganic, physical, etc. Hamlin had wide interests and considerable knowledge in various fields of science. Already in his time there had come to be some distinction between the natural philosophers and the natural historians. The former were interested in the physical phenomena which developed into the science of physics; the latter often turned their attention from living objects to the substances of gases, fluids and solids, and to their composition and relationships. Those who thus turned away entirely from plants and animals to "ele-

ments" became the chemists. Those who confined their attention to living things became biologists, and even earlier the study of plants (botany) had been divided from the study of animals (zoology). There were those who were concerned with the earth itself, not the life upon it. They were the geologists.

At Colby Hamlin taught chemistry, botany, zoology, geology, paleontology, and mineralogy. Like most other members of the faculty, he was not permitted to confine his teaching to his field of science, but often had to take classes in Latin, Greek, mathematics, or rhetoric. Not until the very last years of his Colby teaching were his classes restricted to science.

Hamlin was a powerful and inspiring teacher. Although exacting in his demands, he was friendly and sympathetic with struggling students. But he would not tolerate slovenly work. Approximation was not enough; *almost* would not do. The result of any student's work must be thorough and exact. He carried this quality into all phases of his personal life. He was precise in his dress, in his speech, in his manners. His diaries and account books, and his meticulously kept records as secretary of the faculty, had an enviable neatness and exactness. His laboratory demonstrations were prepared by hours of painstaking work in advance of the class meetings.

All who knew him testified to the man's modesty and shyness. He was not anti-social. He did not fail to make strong and abiding friends. But he had a certain aloofness quite different from the extrovert qualities of "Johnny" Foster and "Eddie" Hall. It must have caused him mental agony to become a door-to-door beggar for college subscriptions, as he did many times between 1860 and 1870. Dr. Francis Bakeman said of Hamlin,

Extreme diffidence restrained him from all self-assertion, from childhood to the very last. In a conversation with a former pupil as late as 1881, he referred to his own bashfulness and the repressing influence it had exerted over all his life. He had a morbid shrinking from positions of responsibility. Twice he refused the presidency of the College, insisting that the office was quite inconsistent with his temperament and tastes.<sup>2</sup>

Hamlin's unconventional teaching methods soon gained him the opprobrium of his colleagues. Even Lyford, though cooperating with him in the quest for apparatus, thought Hamlin was odd. As for those teachers who were still harnessed to the team of memoriter recitations, Hamlin's trips into fields and woods with his students were nonsense. The man found himself increasingly at issue with other members of the faculty. As early as 1864 he had begun to inquire about positions in other colleges, but Gardner Colby's gift and a personal conversation he had with that Boston merchant led Hamlin to reject all offers to go elsewhere at that time. He explained that situation in a letter that he wrote four years later to his close friend, the Waterville Baptist pastor, George D. B. Pepper: "My courage did not fail in the dark days before Mr. Colby came so nobly to the rescue. Then I expected to see every man here leap into life. But since the failure of my last resort seems inevitable I must confess that I despair."

When Hamlin wrote those words in 1868, he meant by "my last resort" his attempt to secure a science building. Dr. Potter of Cincinnati, from whom Hamlin had confidently expected the donation of a building, had recently died and had made no provision in his will for Colby University. Hamlin said to Pepper:



With all the needs of the College for the completion of the Memorial Hall, renovating the dormitories and remodeling the chapel, it seems almost unreasonable to expect the well-plucked public to do anything for my department in my day. My chemical apparatus is meager, and for natural history I have not even an apology for a microscope. The college library furnishes so little for the natural sciences that I am spending a hundred dollars a year from my small means for books and scientific periodicals to help me keep up with the times. My laboratory is a dog-hole, and there is no prospect of a better. Taking into account these facts, together with the failure to introduce the desired changes, I feel my way here is hedged up before me.

If Hamlin felt such frustration, why did he not accept the flattering offer from the Maine Agricultural and Mechanical College in 1868? They offered him a salary of \$2000 and free rent of a house. They also agreed to build a chemistry building according to plans which he had himself submitted at their request, modeled after a new laboratory at Brown. Hamlin was deterred from acceptance because the Colby trustees did appreciate the man's value and promised him faithfully that he should have the cherished building. At their exultant annual meeting in 1870, they voted definitely to build, and in 1872 Hamlin saw in Coburn Hall the fulfillment of his dreams.

Having decided to stay in 1869, why did Hamlin leave in 1873, only a year after he had moved into the new building? By temperament and ability Hamlin preferred scientific research to teaching. The authority on Charles Hamlin's life is Clayton Smith, Colby 1931, a collateral descendant of Hamlin. Although Mr. Smith is cautious about coming to a definite conclusion about Hamlin's departure from Colby, his mere recital of the facts, in a letter to this historian in April, 1958, at least give some pertinent clues.

The professor had become interested in conchology via the route of paleontology. First, interest in geology led to a study of fossils, then to fossil shells. Conchology therefore was a necessary base for the understanding of the fossils. Louis Agassiz knew him and was well acquainted with his work. On one occasion the great Agassiz had visited Hamlin in Waterville, and had suggested projects that Hamlin could carry out in Maine, such as the study of the hibernating habits of certain species of frogs and the collection of the birds of Central Maine.

Hamlin was the only member of the faculty, up to that time, who was ever known to spend long winter vacations in study at another institution. Too often he had to devote those vacations to collecting money for the College, but when that duty was not demanded he spent the winter with Agassiz at Harvard. In 1873 the persistent efforts of Agassiz resulted in the raising of a Harvard fund of \$150,000 for his department's expansion, both in physical equipment and in personnel. He was thus able to reorganize his Museum of Comparative Zoology and Paleontology, and one step in that reorganization was to invite to his staff Charles E. Hamlin of Colby University.

Agassiz asked Hamlin to come to Cambridge as a conchologist, to work on the already large and constantly expanding collection of fossil shells. This was quite different from moving to another teaching position at Orono. It was exactly the kind of position Hamlin had always wanted—freedom for research, release from the frustrations of teaching and the annoyance of discipline. In spite of his new building at Colby, Hamlin accepted Agassiz' offer.

In 1884 Hamlin completed his memorable work on the Harvard collection of fossil shells. He had previously done for Agassiz his superb collection of the birds of Central Maine. He had been a founding member of the Appalachian Club and was a recognized authority on the geology and vegetation of Mount Katahdin. He died at his home in Cambridge on January 3, 1886.

The wide range of Charles Hamlin's scientific interests is revealed by a journal which he kept during the 1860's. His curiosity was intense, and his determination to satisfy that curiosity was relentless. A few excerpts from the journal tell us much about the man.

July 18, 1863—Salamander (*spelerpes bibienata*) found in Gilman woods, Waterville, under stone in brook. Several others seen, but having no net, I took but one.

July 9, 1864—While gunning east of Emerson Stream, found a fetid currant in fruit, which was ripe and hairy. Tasting it, I said, "You taste like a skunk." On returning home and consulting a book, I was amused to learn that one of its names was Skunk Currant.

June 29, 1865—Found in a field north of the railroad bridge west of Emerson Street a single specimen of Moth Mullein, seen and smelled for the first time. After evening prayers, Professor Foster called me into his front yard to see two specimens that were growing there among cultivated flowers.

An entry on July 30, 1864, reveals something of Hamlin's method of work.

Taking advantage of the unprecedented low stage of Emerson Stream, I spent many mornings exploring its bed and banks for shells and flowers. Took the morning as my only spare time, the half term of recitations in Botany having closed on July 2nd. The other spare time of the term, especially Wednesday afternoon and Saturdays, was busily employed in collecting flowers and looking for birds' nests.

During the winter vacation of 1864-65 Hamlin traveled through eastern Maine soliciting funds for the College. Let us note what his journal says about experiences on that journey.

January 17—Took train from Waterville to Bangor, and after dinner was driven by C. E. Harden in his father's team to Mariaville, 21 miles, through Brewer, Eddington, Clifton and Otis. Young Harden says deer are so plenty in the forest here that it is very common to see them. He has known his brother to shoot three in one day. When he was at home, before entering college in 1860, a deer could always be had for fresh meat. Wolves have of late been driven away, but even yet they sometimes howl so loud and so near that they can be heard distinctly at night in his father's house, where I stopped, even with all doors and windows closed.

January 25—Mr. Durfee took me to Ellsworth from East Trenton, over a trackless road. We were two hours making the six miles through the snow.

January 28—Spent the evening with a smart old gentleman who was in the coach as I got aboard at Harrington. I found him to be a Catholic



priest who had been a professor at a college in Maryland. He had been all over the states and provinces and had visited Europe. He was now about to go to Colorado on a mission. We had much pleasant talk. He was the first priest I had ever met who was free from a stiff and bigoted air.

January 30—In the stage to Franklin was a dangerous mad man, whom a stout friend was taking to the asylum at Augusta.

It is the journal that assures us that, when Hamlin was approached by the authorities at Orono, it was not merely a professorship, but the presidency, that they had in mind.

March 12, 1868—Rev. S. F. Dike of Bath, a trustee of the Maine College of Agriculture and Mechanic Arts, stopped at my house over night and communicated to me the invitation of his board to take the professorship of Chemistry in the new college, with a view to my final election to the presidency. I declined the latter part of the invitation, but agreed to consider the professorship.

Probably no one but Hamlin would have thought of the erection of Memorial Hall as an opportunity for zoological research.

July 3, 1868—After examining the freshmen in Botany, I went to the top of Memorial Hall, on which the topmost tier of granite was just being laid. Feeling something crawling on the inner side of my thigh, I went into the locomotive house and pulled out a specimen of *Attacus Polyphemus*, seeking a place to deposit her load of eggs. Took it home, identified and measured it. Spread 5.25 inches. A workman on Memorial Hall found another and kept it for me. This I prepared and pinned, the other having been too badly crushed.

Hamlin's scientific curiosity sometimes led him into gruesome areas. In the 1850's the town of Waterville had decided to abandon the old cemetery that lay just south of the Baptist Church. Before the Civil War some of the bodies had already been removed to the new Pine Grove Cemetery, but many still remained. Through the northern edge of the cemetery the town had built a new street, first called Church Street and later Park Street, joining the old north-south arteries, Elm and Pleasant streets. After the Civil War it was decided to turn the old cemetery area into a park and erect on it a soldiers' monument. That action necessitated the removal of the remaining bodies, and was the occasion for an entry in Hamlin's journal.

October 5, 1868—Last two weeks some seventy bodies have been removed from the old cemetery, now being cleared and converted into a park. I learned some interesting facts from seeing some eight or ten graves opened. Decay of bones, even in our light soil, is slower than I supposed. Of a boy of nine years, drowned in 1806, all the larger and many of the smaller bones remained entire. A white flannel blanket wrapped about an old man buried in 1837 was whole in places and was lifted out in ribbon-like strips, but all vestiges of cotton clothing buried much later had entirely disappeared.

An action which makes Charles Hamlin stand out from all other faculty members of his time was his adoption of a colored baby, Lulu Osborne, daughter

of the man who for many years was the beloved "Sam", janitor of Colby College. When Sam had first come to Waterville with Col. Fletcher, he had brought with him two of his daughters, but had been obliged to leave behind his wife and a new-born baby girl. A year later he was able to bring that baby, little Lulu, to Waterville, but it was some time later before his wife and other children could join him and the whole family be united. Both Sam and his wife had, of course, been slaves before the Civil War liberated them. In spite of the kindness of Waterville citizens, especially members of the Baptist Church, Sam Osborne found it difficult to care for three little girls. Col. Fletcher took Amelia into his own household, Flora stayed with her father, and Lulu became the legally adopted daughter of Professor Charles Hamlin on November 4, 1865, when she was about a year and a half old.

To take a Negro girl into one's home and train her to be a servant, a nurse-maid for a white child, as Col. Fletcher did with Amelia, was quite acceptable. But to make a Negro child one's own legal daughter was something else. That just wasn't done even in the families of ardent abolitionists. But Charles Hamlin was a man who believed strongly that practice should always keep abreast of principle. Others could mouth sympathetic platitudes; others could donate a few dollars to relieve Negro families; others could preach unctuously the equality of white and black; but Charles Hamlin believed in action. If one subscribed to the equality of races, then let one show it. He made Lulu Osborne his own legal daughter.

The feeling against the Hamlins for this action was bad enough in Waterville; when they moved to Cambridge it was much worse. Separated then from the protection of the Waterville Baptist Church and from the kindly support of Col. Fletcher, they found themselves in virtual ostracism because of the Negro child. Clayton Smith is convinced that this is the reason why so many writings about the Harvard museum and the men associated with it make no mention of Hamlin. Even Mrs. Agassiz, who wrote an excellent biography of her husband, makes not a single reference to Hamlin in her two-volume work.

Charles Hamlin was precise, meticulous, painstaking, and honest not only as a scientist, but in all relations with his fellow men. Though reserved to the point of aloofness, he was warm and friendly once the outer reserve had been penetrated. He was a rigid disciplinarian and had no tolerance for the shoddy and slovenly. He held high moral standards and would lay aside his shyness and fight openly for justice and fair play. And above all, he was one who knew and behaved on the principle that actions speak louder than words.

It is well that the human qualities of Charles Edward Hamlin should be remembered. But that for which he deserves distinction in any history of Colby College is that he was the first member of its faculty truly to deserve the name of scientific scholar.

Altogether they made an impressive quintette: Edward Hall, the linguist and bibliophile; Samuel K. Smith, the rhetorician who never smiled; John B. Foster, the Christian gentleman to whom the classics were as contemporary as the newest novel; Moses Lyford, for whom mathematics and physics were not only relatives, but Siamese twins; and Charles E. Hamlin, who was not content until he could learn all there was to know about a flower in the crannied wall.





## CHAPTER XX

### *Standards, Academic And Religious*

IT was nearly a year after President Champlin's resignation before the Trustees could decide upon his successor. Meanwhile Champlin agreed to continue in office until after the commencement exercises of 1873. At a special meeting of the Board in Portland on July 2, 1873, Dr. Shailer, chairman of the selection committee, presented the name of Rev. Henry E. Robins, D. D., of Rochester, New York, as the committee's unanimous choice. Dr. Robins was elected, at the hitherto unprecedented salary of \$2500 and house, and the Trustees also agreed to pay his moving expenses from Rochester to Waterville, to the amount of \$500.

In turning to the pastor of Rochester's First Baptist Church as the new president of Colby University, the Trustees had made an excellent choice. Already known as one of the most eloquent preachers in Upper New York, Henry Robins had shown special interest in Baptist educational matters. He delighted to converse with or address young people, especially those of college age, and he was closely associated with the Baptist seminary at Rochester, which was fast gaining national prestige. Dr. Burrage says of him:

Possessing a keen, vigorous intellect, he delighted to influence and stimulate young men and women seeking an education. He felt the importance of right thinking in order to produce right living, and no place seemed to offer him such facilities for Christian service as did a Christian college. Alert, energetic, magnetic, he impressed everyone with the earnestness and seriousness of his purpose in life and his desire to awaken such a purpose in others.<sup>1</sup>

President Robins at once set about a task which President Champlin, with all his great qualities as scholar, teacher, administrator and money-raiser, had been unable to accomplish—the badly needed increase in student enrollment. During the last years of the Champlin administration the numbers had remained about static, never fewer than 50, never more than 55. In Champlin's hold-over year after his resignation in 1872, only 15 freshmen entered the College, and the total registration was only 52. With the coming of President Robins, improvement began immediately. Freshmen enrollment in the fall of 1873 numbered 25, and in the entire college there were 62 students. The following year, with freshmen increased to 32, the total was 82, and in 1875 the coming of 38 freshmen brought the whole enrollment up to 91. In the fall of 1876, registration exceeded 100, and two years later, in the sixth year of the Robins administration, came the



largest class to enter Colby for many years. That freshman class, entering in 1878, numbered 62, which was exactly the size of the entire college in the first year of Dr. Robins' presidency. The peak college enrollment, not to be exceeded or even equalled until more than ten years later, was reached in the fall of 1879 with 157 students.

The influence of President Robins at once became apparent by the publication of two editions of the annual catalogue in 1873-74. Although the second edition showed no difference in admission requirements or in required course of study, still allowing very few electives and none at all until junior year, it did contain additional information. Hitherto the catalogue had published no details about the academic departments. Here, for the first time, appeared statements, each filling at least half a page, obviously written by the professors. Professor Foster said his aim in teaching Greek was "to make the study conduce, so far as practicable, to give refinement of taste, nicety of discrimination, facility of analysis, precision of thought, and elegance of expression." Taylor said of Latin, "The logical power developed by the analysis of its complicated structure, and the habits of precision acquired in translation, go far to form a free, forcible and accurate English style. A free discussion of all points of interest is encouraged in the classroom, and a course of historical and critical reading, in addition to the study of the regular textbooks, is recommended to the student."

When it came to the modern languages, Professor Hall had an advantage over teachers half a century later. He could take for granted his students' previous study of Latin. His departmental statement said, "In the study of French an attempt is made to utilize the knowledge of Latin possessed by the student. Works are chosen for translation which are written in the idiomatic language of today. Correct pronunciation is taught by constant practice in conversation." Hall could claim no Latin affinity for German, of which language he said, "German is taught as a living language, of common parentage with English, which cannot be thoroughly understood except by its aid." Surprisingly Hall claimed that his students could so far master either language as to enable them to "avail themselves of its treasures of eloquence, philosophy, and science." Either Professor Hall's optimism exceeded the class performance or his students were highly exceptional, because the total instruction available at that time consisted of two terms of French and two of German during the four-year course of twelve terms.

Professor William Elder, who had succeeded Charles Hamlin in the chair of Chemistry and Natural History, announced that in his department instruction was "given by lectures very freely illustrated by experiments and specimens." Contrary to the testimony of several students of that time, Elder claimed to provide for laboratory experiments by the students themselves, not merely by his own demonstration. His catalogue statement said, "Practical instruction is afforded to students in chemistry, who are assisted to repeat for themselves the experiments given with the lectures." Elder was determined, in his courses in Natural History, to take advantage of what was called "the cabinet," the fine collections which Professor Hamlin had assembled. He wrote, "The collections contained in the Cabinet, illustrating the departments of Ornithology, Conchology, Geology and Mineralogy, are being increased every year and are available for purposes of instruction." In light of prevailing testimony that Elder's method of instruction was chiefly that of memoriter recitation from the textbook, it is surprising to read his concluding statement in the catalogue: "Students are trained to original investigation, and every means is used to render the knowledge acquired real and practical." We would not imply that such statements were mean-

ingless. Doubtless, in their lectures, Elder and other professors of his time, went considerably beyond the bounds of memoriter learning. In later years, alumni remembered the exacting demand to reproduce the words of the text, and forgot what the professor optimistically considered inducements to "original investigation." If, however, one is inclined to be cynical, he has the support of a later Colby president, Arthur Roberts, who used to say, "America's greatest work of fiction is a college catalogue."

Moses Lyford, Professor of Natural Philosophy and Astronomy, mentions that he taught "several branches" of natural philosophy, but one must look elsewhere in the catalogue to discover what those branches were. We find that no Colby student then approached the subject which we now call Physics until his junior year. Then he had a first term of Mechanics, and in the third term he could elect Civil Engineering. In his senior year he had a term of Optics. As for Astronomy, it was taught only in the second term of senior year, but may have been better liked than Mechanics or Optics, because "the classes are allowed frequent opportunities for observation with the astronomical instruments at the Observatory of the University, which is located on an eminence near the college buildings." That old observatory was situated on the hill, near what is now the head of Sanger Avenue, not far from the Harris Bakery.

In the Department of Rhetoric, Samuel K. Smith was an advocate of a teaching technique that became almost a fad in the 1920's, long after Professor Smith had died. The Harvard professor who later gave the method its greatest publicity called it "writing through reading," contending that it was the way such diverse worthies as Benjamin Franklin and Robert Louis Stevenson had learned to write. Admitting that one aim of his instruction was to give the student practical skill in the application of the principles of logic and rhetoric, Smith said, "This goal is sought through the study of standard authors."

President Robins was no believer in memoriter recitation. His students later testified that he lived up to the catalogue statement about his courses in philosophy: "Constant reference is made to modern phases of thought, often outside the textbook. Free discussion in the classroom of topics under consideration is encouraged."

The President's immediate contribution to curriculum changes is revealed in his first catalogue, not by any alteration of requirements or course titles, but by his introduction of what he called a "course in reading." Nothing like it had previously been known at Colby.

### Course in Reading

The course of reading germane to the course of study, is recommended and in part prescribed to the students. Each professor will, from time to time, prepare for his department a list of books, monographs and essays, and supervise the reading of the students therein. The object is to save the students the loss of aimless and desultory reading, to train them in habits of exact investigation, to broaden their views, and to inform them respecting the literature of the subjects which occupy their classroom attention. A written analysis will be required of whatever is read in that part of the course which is prescribed. Those who shall present an accepted written analysis of any book not prescribed shall have honorable mention in the catalogue.

The first edition of the 1873-74 catalogue had made only general statements about scholarship aid. Robins thought the time had come to list the scholarships



by name, and the catalogue's second edition did so. Extending alphabetically from the Appleton to the Yarmouth scholarships, they were sixty in number and the donors or their heirs could now see their names in the public college announcement. Of the sixty scholarships, sixteen had been founded by Baptist churches in Maine, all the way from Portland to Calais. Some of the remaining forty-four scholarships bore prominent names. One had been given by Hannibal Hamlin, Vice-President of the United States. Two of them honored Waterville leaders in the early years of the College, Timothy Boutelle and Dr. Moses Appleton. Two were gifts of the Coburn family, one by Governor Abner Coburn, the other by his father, Eleazer Coburn. President Robins' immediate predecessor had given the Champlin scholarship. Family names that were to be prominent down through the years in Colby history were recognized in the Drummond and the Merriam scholarships. Deacon Byron Greenough of Portland had generously donated five scholarships.

Robins revised the scholarship regulations to read:

No student will be nominated as a beneficiary who does not maintain a good average standing in his classes, and whose conduct is not in all respects exemplary. Preference will be given to the students maintaining the best standing.

The prevailing method of making up work for ordinary absence had long been a burden on the faculty. The professor was expected to hear the student orally on the content of each missed recitation. Only in the case of prolonged absence, such as "rustication," was the work made up by examination, and for many years even those examinations were oral rather than written. President Robins introduced a welcome change.

Students who shall be absent for two weeks or longer will be required to pass a written examination on those portions of their studies pursued during their absence, the examination to be held at such time as the faculty shall appoint.

President Robins was also of the opinion that a catalogue ought to set forth the advantages of the particular institution, and he was sure that Colby had advantages likely to appeal to the prospective constituency. He therefore inserted into his revised catalogue the following statements worthy of a twentieth century expert from Madison Avenue.

#### General Information

Waterville is one of the most healthful as well as beautiful villages in Maine. Never has any epidemic disease prevailed among the students. The climate is especially favorable for study. The expense here is reduced to an inconsiderable sum per annum. The cost in our larger colleges is every year becoming more and more burdensome, and in many colleges it is a positive interdict to the benefits which they offer. Here the terms are so arranged that students may teach school during the winter. Colby is not located in a large city. The studies of a college course can surely be better pursued in the quiet of a village like Waterville. The temptations of city life are here escaped. The Maine Law, restricting the sale of intoxicating liquors, is enforced. The moral tone of the community is high and the social influences are refining.



Special interest is felt by the faculty in the religious condition of the students. It is not forgotten that the College was founded as a Christian institution.

For the first time, Robins' new catalogue of 1873-74 contained a description of the college buildings. For some inexplicable reason South College was not mentioned. North College had already been named Chaplin Hall, in honor of the first president, and Recitation Hall had just been renamed in honor of President Champlin. The buildings owned by the College in 1873 totaled five: South College, Chaplin Hall, Champlin Hall, Memorial Hall, and Coburn Hall.

From the catalogue statement it appears that Coburn Hall did not contain facilities at that time for Professor Lyford's classes in Natural Philosophy, but only for Professor Elder's department of Chemistry and Natural History.

Coburn Hall is devoted *entirely* to the use of the Department of Chemistry and Natural History. The building is of rough quarry-stone with granite trimmings, the walls being 56 by 48 feet and 41 feet high. On the first floor are the lecture room, laboratories, and apparatus rooms. On the second floor are work-rooms for students in Natural History, and a hall supplied with elegant cases for the exhibition of specimens. A gallery, more spacious than the main floor, surrounds the hall. The Cabinet is of unusual excellence for purposes of instruction, and is especially rich in the departments of Conchology and Ornithology.

Of Memorial Hall the new Robins catalogue said:

So named in honor of the alumni who fell in the service of their country during the late civil war, Memorial Hall is built of stone and surmounted by a tower eighty feet in height. The eastern wing contains the University Library, 44 by 54 feet and 20 feet high, furnished with double alcoves and shelves for 30,000 volumes. The west wing contains on the first floor the College Chapel, 40 by 58 feet, and above it is the Hall of the Alumni, in which is the Memorial Tablet surmounted by a marble copy of Thorwaldsen's Lion of Lucerne.

There is at least traditional testimony that discipline became more rigid under Robins than it had been under Champlin. Whittemore says, "By discipline, occasionally severe and not always well founded, the President strove to keep the life of the College on an ideal plane. Misunderstandings ensued, but those who came to know the real spirit and the kindly heart of the President became grateful for one of the highest inspirations of life."<sup>2</sup> Whittemore mentions no incidents to support his assertion, but he knew from personal experience what life at Colby was like when Robins was President, for during all four of Whittemore's undergraduate years from 1875 to 1879 Robins was head of the College.

The faculty records for the Robins years give some support to Whittemore's statement. At any rate Robins insisted on a resumption of detailed faculty records—a practice which had been discontinued through most of Champlin's presidency. When Professor Charles Hamlin was succeeded by Professor Foster as Secretary of the Faculty in 1873, the former made the following note in the faculty record book: "The full records of the earlier years were not favored during the period of my service as secretary; hence the infrequency of my entries." Beginning with Foster's secretaryship the records again become detailed, and they do indeed show that President Robins was determined to have stern discipline.



One unpopular action of Robins was his introduction of a system of disciplinary demerits linked to academic standing. He put through the faculty a regulation which not only set up a complicated demerit system, but also decreed that "each demerit for misdemeanor shall reduce the rank of the offending student, for the term in which committed, in the ratio of one in a scale of one hundred, or one-tenth in a scale of ten." President Robins saw to it that the rules concerning upright behavior on the part of holders of scholarships and entrance prizes were rigidly enforced. In October, 1880, he informed two students that they had forfeited right to claim scholarship aid because they had violated Rule 17 of the College Laws. That rule read, "No student shall be allowed to disturb, or attempt any imposition on his fellow students, in any manner whatever; and every student shall be required to preserve order and decorum in his own room and shall be responsible for all disorder therein."

In June, 1881, the President cracked down on a group of students who seemed to be stirring a sort of strike. At Robins' request the faculty voted that "the members of the junior and sophomore classes concerned in the combination to absent themselves from their classes on the afternoon of June 9" should receive the penalty of ten demerits.

So far as the faculty record reveals, Robins was the first Colby president to feel the intrusion of athletics upon the academic life. In June, 1877, the Colby Baseball Club presented a petition to be allowed to attend a baseball tournament at Bath. The President informed the messenger that he regarded it as wholly inexpedient to grant the request, but would lay the petition before the faculty. Robins well knew the temper of that faculty, and the petition was summarily rejected without discussion.

Although religious emphasis was never lacking all through the nineteenth century at Colby, it was especially strong under President Robins. He was a sincerely devout man. With him religion was not outward display, but inner life. By both word and precept he made it clear to the students that Colby was indeed a Christian college, where the way of living taught by the Man of Nazareth was the campus way of life. Of course he expected too much, but perhaps he realized that, while boys will be boys, they will also some day be men. In spite of his stern disciplinary views, he faced no such crisis as Chaplin's in 1833, and he won the admiration of students for his fine Christian living.

President Robins' great Christian spirit was revealed in many of his letters. In 1878 he wrote to Ellen Koopman, a girl who had been obliged to leave college because of serious illness: "We know that all things are included in God's plan for his children and work together for their good. We cannot see how this can be, but we trust our Heavenly Father's wisdom and power to bring it to pass. May it be God's will to so far restore your health that you can next year finish your course. We will wait on Him. May His presence ever guide and cheer you amid all life's perplexities and trials." Miss Koopman sought a warmer climate in Georgia, and for a time did seem to be on the road to recovery. But she was not able to return to college, although she lived for seven years after receiving President Robins' letter. She died in 1885 at the age of 31.

In 1877, to a student who had been called home by the fatal illness of his mother, President Robins wrote: "News of your mother's death reached me this evening. I feared she might not survive the attack, but hoped and prayed her loss might now be spared you. The tidings brought to me memories both sweet and sad. I remembered the night I saw my own mother pass through the

dark valley. I have seen other great and sore troubles, but for them all I bless His holy name. I am sure that He never errs in His providential dealings."

Of course a more sophisticated generation of the 1960's regards such letters as sentimental and excessively pious. But in our modern sophistication we have no right to doubt their sincerity. The God whom Jeremiah Chaplin asked to save Waterville College on that far-away day in Portland was the same God in whom Henry Robins put implicit trust, both for himself and for his college.

In 1874 President Robins made curriculum advance in the direction of elective subjects. At that early date neither he nor anyone else had the slightest intention of tampering with the traditional requirements in Greek, Latin and mathematics. In President Champlin's time it had been possible for a student to choose, in certain instances, between two alternatives. Sophomores, in their third term, could take either Calculus or Botany. Juniors had a choice between French and Natural History in the second term, and between Civil Engineering and Evidences of Christianity in the third term. Strangely enough, seniors, usually the most favored of classes, had no alternatives at all.

The word "elective" first appeared in the catalogue for 1874-75. In the third term of sophomore year, the student could elect Anglo-Saxon or Botany; in the first term of junior year, Civil Engineering, English, Constitutional History, or Greek; in the second term of senior year, French or Natural History; and in the first term, German or Latin. Actually there was not much enrichment of the curriculum; the only subject not previously taught was English Constitutional History.

In 1875 Robins introduced a division of courses into those requiring recitation and those given by lectures. The course in Evidences of Christianity was changed to freshman year, and was given in all three terms entirely by lecture. The same technique was applied to Physiology and Hygiene throughout freshman year. The freshman subjects handled by recitation were still Latin, Greek and Mathematics. Lecture courses for sophomores were two terms of Roman History, one of French History, and one each of Botany and Pneumatics, the latter appearing in the catalogue in 1875 for the first time. In the same catalogue, in place of Natural Philosophy, appears Physics, given to juniors for two terms in the form of lectures. In one of those terms, along with the lectures in Physics, there were recitations in Sound, and in another term recitations in Optics accompanied lectures on Light. For two terms the juniors also had lectures on Greek History. Senior lecture courses were German History, Astronomy, English History and Political Economy.

For some time previous to 1873, the President of the College had been ex-officio chairman of the Board of Trustees. At the annual meeting in 1873 Josiah Drummond presented a resolution to secure legislative amendment to the College Charter, permitting the Board to elect its own presiding officer. The amendment was duly made by the 1874 Legislature, and Abner Coburn was elected Chairman of the Board (Appendix N).

Even before President Robins' arrival there had been dissatisfaction within the faculty both as to salaries and teaching hours. At the annual meeting on the day before Robins' inauguration, the Trustees had acted on a faculty petition. "Voted to consider the petition of the professors for increase of their salary." On motion of Gardner Colby it was voted that the salaries of Professors Smith, Lyford, Foster, Hall, Elder and Taylor be increased to \$1600 a year. At the same time the Trustees expressed their emphatic opinion that "the interests of the University demand that each professor give to the University his undivided serv-



ices." Gardner Colby was made chairman of a committee to confer with the faculty about "a division of labor in the work of instruction." The committee was empowered to "arrange and prescribe the duties of each member of the faculty."

In spite of unsuccessful attempts to operate a college commons at various times since the foundation of the College, the Trustees listened in 1874 to the vociferous pleas of students and parents that the venture be given another trial. The Prudential Committee was authorized "to put into proper condition the building formerly used as a Commons Hall, and allow its use and occupancy by any suitable person who would agree to furnish board for the students at a price not exceeding \$2.50 per week."

Although the College had been operating for more than half a century when President Robins took office, the Trustees still exercised a large measure of control over matters later left to internal administration. An example of such control is the list of rules which the Board adopted in 1874 for the guidance of their examining committee.

1. Each instructor in the University shall prepare a list of questions on the studies pursued in his department during each term, two weeks before its close, and submit the list to the Examining Committee for revision and approval.
2. The several classes shall be examined in writing under such regulations as the faculty shall establish, and the results shall be submitted to the Examining Committee.
3. There shall also be an oral examination at the close of each term, in the presence of the Examining Committee, of all the classes in the several studies which they have been over during the term; and in case any study is concluded during the term, the class shall be examined therein at its conclusion, and the instructor shall see that the Examining Committee have timely notice that their services will be needed for that purpose.

The first modest step toward what Albion Woodbury Small would later make Colby's coordinate system of education was made in 1874. It seems the few women in college had been carrying off too many of the competitive prizes. Calling a halt to such monopoly, the Trustees voted that "one prize of ten dollars and one prize of five dollars be offered to the young ladies of the sophomore and junior classes respectively—said prizes being for excellence in written parts; and the prizes heretofore offered shall henceforth be for the competition of the young men alone."

It has already been noted that a prominent trustee throughout the Champlin administration was Maine's leading statesman of the time, Hannibal Hamlin, who had been Governor, Representative to Congress, United States Senator, and Vice-President of the United States. He had taken a prominent part in many vital decisions for the College and had been especially influential in helping Champlin raise the endowment fund upon which the gift of Gardner Colby was contingent. In 1874 Hamlin established the public speaking prizes that still bear his name at Colby. They were at one time known as the Freshman Reading Prizes, because the contestants were selected from the class in reading, conducted once a week by President Roberts. In the 1930's the donor's name was restored to the title, and the Hamlin Prizes are still awarded to freshmen for excellence in public speak-

ing. Although they are now awarded without discrimination as to sex, they were originally set up separately for men and for women, after the pattern adopted for the sophomore and junior prizes.

That the comparative affluence of the later years of the Champlin administration did not continue is revealed in a report made by the Finance Committee in 1876. "The Committee regrets to note, according to the Treasurer's report, that estimated expenses exceed estimated receipts by \$1228, aside from appropriations for special objects. The strictest economy is therefore recommended. We believe all the securities are good and are paying interest, with the exception of \$24,000 of Wisconsin Central R. R. bonds, and those will be good when the road is finished, and it is now rapidly approaching completion." As indication of the spirit of economy, the Board voted not to appropriate any money for lightning rods.

Pressure for better gymnasium facilities had been persistent since 1872. The Board had twice decided that the gymnasium should not be rebuilt until funds had been subscribed specifically for that purpose, but by 1876 they could resist the pressure no longer, and they voted to authorize borrowing the money necessary to rebuild the gymnasium and later repay the loan from subscriptions.

In the 1870's the expense of a college education was inching its way up. Only thirty years earlier the Trustees thought they were taking great risk when they increased the tuition charge to twenty-four dollars a year. In 1878, without a word of explanation or apology, the Board voted annual tuition of forty-five dollars. The old boarding charge of \$1.25 a week had also doubled, and numerous fees had been added. Nevertheless it was an extravagant student who then spent more than two hundred dollars for all of a year's expenses at Colby. In later years opinion would be frequently divided whether an increase in tuition should apply to classes already in college or only to those entering after the increase was voted. So heated was that contention after the increase voted in 1878 that the Trustees felt obliged to hold a special meeting the following December, at which it was voted to apply the increase only to the class that had entered subsequent to the summer of 1878.

Gardner Colby died on April 2, 1879, and in his will bequeathed to the College \$120,000, of which \$20,000 was in the form of a scholarship fund for needy students. That bequest brought Mr. Colby's benefactions to a total of \$200,000, the largest amount the College would receive from a single source for many years.

One persistent difficulty troubled both President Robins and the Trustees almost to the end of that administration. The optimistic expansions made in the later years of the Champlin administration had made it impossible to balance the budget until 1878. Meanwhile the College had been obliged to deposit valuable securities as collateral for loans to meet the annual deficits. The Trustees therefore decided to raise a special fund to release the collateral which had been posted to the extent of \$30,000. To raise money for buildings and for educational expansion is hard enough. It is much more difficult to secure money "to bury dead horses." By heroic efforts the Trustees accomplished their purpose in three years, and at their annual meeting in 1881 they were able to announce that the entire \$30,000 had been subscribed. Three members of the Board, Abner Curn, J. Warren Merrill, and Gardner Colby, each gave \$5,000, two persons gave \$1,000 each, seven made subscriptions of \$500, seven of \$250, two of \$200, while the number who gave \$100 each exceeded fifty. The remainder was made up of several hundred small subscriptions from \$5 to \$50. Persons close to Mr. Colby



said that it was the success of that campaign and the final balancing of the annual budget that induced him to add to his already generous gifts by designating \$120,000 for the College in his will.

By 1880 the strain of his many duties and his determination not to let up at all in his exacting schedule of classes, speaking engagements, and fund-raising trips, had undermined President Robins' health, which for several years had not been robust. He decided to submit his resignation. The Trustees were determined not to accept it, and they set up a committee empowered to work out some plan satisfactory to Dr. Robins and to call a special meeting only if he should insist upon resigning. Because the President's health prevented his resumption of duties in the fall of 1880, the committee decided to call a special meeting in December, when it was voted to grant President Robins leave of absence for the remainder of the academic year. Dr. Shailer and Dr. Ricker were authorized to confer with the faculty in regard to providing for the emergency. They urged that the extra duties be discharged by members of the faculty without calling in outside assistance. The faculty concurred, with the single provision that they be empowered to employ a tutor if necessary. President Robins returned to his office in the fall of 1881, but failed to regain his health sufficiently to keep up the exacting pace. In January, 1882, the Trustees called a special meeting, in the call for which it was stated, "The President finds himself in such a state of health that an immediate and final release from the duties of his office seems essential to his recovery." Robins himself submitted the following letter to the Board.

To the Honorable, the Board of Trustees of Colby University:

Accepting, at your request, a leave of absence from the close of the first term of the last academical year, I returned to my college duties at the last commencement. So much was I encouraged by my gain in strength that I arranged my affairs for an indefinite continuance of my relation to the College. After two months, however, my vigor gradually declined until I was forced, about one week after the beginning of the second term, to give up the daily recitations of the seniors in Political Economy to Dr. Smith, who kindly consented to assume the burden. I had previously communicated to several members of the Board my fear that I should again be forced to succumb and my conviction that, in such case, the best course would be immediate severance of my connection with the College. Subsequent experience has confirmed me in that conviction. I am convinced that it would not be prudent for me ever again to assume so weighty responsibilities. I have to beg, therefore, that you will arrange the details of my release promptly.

The Trustees reluctantly accepted Dr. Robins' resignation and appointed Ricker, Bosworth and Crane a committee to work out the necessary details with Dr. Robins. At the same time they set up a committee of five to recommend his successor. They voted to continue the President's salary through the remainder of the academic year and to grant him free use of the President's house until his successor should be ready to occupy it. The Board sent to Dr. Robins the following letter of appreciation:

You assumed the presidency of our University at a critical epoch. The currents of opinion and the concurrence of events were demanding a progressive movement and more comprehensive discipline. You brought to the position a clear and lofty ideal of the legitimate purpose and mis-

sion of such an institution, and definite views respecting the means and methods by which they may be accomplished. To the pursuit of these ends you have devoted yourself with an enthusiasm and persistency which have excited the admiration of the friends of the University, lifted it in the estimation and confidence of the public, and rendered the period of your presidency one of unprecedented progress. Your efforts to raise the standard of scholarship and moral training, by insisting upon the proper combination of intellectual and Christian culture, have met with gratifying success. The fervid enunciation of your views has stirred deeply the spirits of the friends of liberal learning, and your administration has demonstrated the feasibility of those views and the manner in which they may be carried out.

Thanks to President Champlin's successful appeal for funds, thanks to the generosity of Gardner Colby, Abner Coburn and Warren Merrill, and by no means least, thanks to the emphasis on both intellectual standards and Christian principles so happily combined by Henry Robins, Colby University was in excellent condition to call to its presidency the genial, friendly, scholarly and devout man who bore the name of Colby's first missionary. After considering a large number of possible successors to President Robins, the Trustees decided the man supremely fitted for the job was he who had been pastor of the Waterville Baptist Church during the war years when James Champlin was President of the College. That man was George Dana Boardman Pepper.





## CHAPTER XXI

### *College Life In Robins' Time*

WHAT was student life at Colby University like in those nine years of Henry Robins' presidency from 1873 to 1882? One man who remembered well the early years of that regime was Dr. Clarence E. Meleney, who after receiving his Colby degree in 1876 became a prominent educator, who served both on the staff of Teachers College at Columbia University and as Associate Superintendent of the New York City schools. On the occasion of the fiftieth anniversary of his Colby graduation Dr. Meleney wrote an interesting comparison of college education in 1876 and in 1926.<sup>1</sup> Concerning admission, which was gained wholly by examination, Dr. Meleney had this to say:

The examination for admission was limited to Latin, Greek and Elementary Algebra. My preparation had been only two years of the languages and only six weeks in Algebra. In English I had read portions of the Bible and had committed verses to memory; some of Cooper's Leatherstocking Tales, some of Scott and Dickens, and could write a letter to my home folks. My lack of a fundamental knowledge of English and mathematics was a handicap all through my college course and was revealed to me when I tried to teach, in Benton, a country school composed of boys and girls from the farms, some of my own age. I had to begin to study Kerl's Grammar and cypher out the problems in Greenleaf's Arithmetic. History was practically an unexplored field, and geography was a patchwork of countries of various colors spotted with cities and traced by rivers.

As for the college studies themselves, Dr. Meleney remembered that he read some Livy and Horace, some Greek which he could not recall. He wasn't especially grateful to Professor Samuel K. Smith for making him commit to memory the whole of Whately's *Rhetoric and Logic*, but he did thank that stern professor for introducing him to Shakespeare. Meleney and his classmates didn't find Professor Smith's assignments in Anglo-Saxon too difficult because they all used "the Bible as a pony." All Meleney had of science was the task of committing to memory Gray's *Botany* and Huxley's *Physiology*. "I recall with what reserved patience our professor listened to our literal recitations."

Disputing those who avowed that Professor Elder's instruction also demanded memoriter learning, Dr. Meleney wrote:

To his credit Professor Elder introduced real science instruction in his chemistry laboratory. That was a veritable oasis. Would that physics



and biology had been opened up by the same method. In physics we tried to recite the textbook description of various mechanical machines, while the apparatus itself was locked up in a show case.

Like many men before and since, Dr. Meleney was concerned about the opportunities he missed in college.

Here was a library with shelves and stacks of wonderful books on all subjects of human knowledge. How I lament the fact that few of their covers were ever opened by me, and that no reading outside the textbooks was suggested by any professor. I do not wish to disparage the college of that time. We were to blame who were blind to the opportunities it furnished. Though handicapped by lack of facilities, equipment, revenue, faculty, and even students, the little college turned out men and women who today are leaders in the learned professions, in business and in public affairs.

In previous pages the custom of a long winter vacation to enable college students to teach in the common schools has been frequently mentioned. Dr. Meleney described, in delightful detail, his own experience in such teaching.

To accommodate the many students who needed to earn money during the college year, the long vacation was in December and January, and the short one in July. The long winter vacation enabled many of us to obtain a teaching position in some country district in Maine, and we usually extended the vacation by another full month. Preparing for that teaching enabled us to make up our own deficiencies in English, mathematics, history and literature. We each took with us, for the vacation, a box of books from the society library.<sup>2</sup> I was fortunate in being able to do all my vacation teaching in a high school, while most of my classmates had to be content with an ungraded rural school. In one school I read with a class of older pupils the same French book that my classmates were reading in college. Of course we had no instruction whatever in educational philosophy or teaching methods. In that day education was considered neither a science nor an art.

One of Dr. Meleney's classmates was the man who was to be the President of Colby and gain fame as "the father of American Sociology," Albion W. Small. His recollections, though not so complimentary as Dr. Meleney's, were nevertheless pointedly definite.

If the members of '76 had been polled, not one of them could have said that he came to Colby because of any attractions it offered. Each would have asserted that he was here because it was impracticable for him to attend any other college. Under the circumstances the attitude was rather that of prisoners than of voluntary residents. Yet we all got much from the college. Each of us was the beneficiary of the quickening influences which began to be felt the moment Dr. Robins took the leadership. The life of the college was nevertheless in seething ferment. Prejudices, partisanship, passions and patriotisms were generated and released in ways which perhaps contributed more to all around development than any classroom curriculum could ever accomplish.<sup>3</sup>

Judge Harrington Putnam, Class of 1870, although he had graduated in Champlin's time, kept in close touch with the College during the Robins ad-

ministration. Many years later he recalled that, in the decade following his own graduation, methods of instruction changed very little. At the age of 75 he wrote for the *Colby Alumnus* an informative article concerning how and when methods in classroom practice changed in American colleges.

Judge Putnam pointed out that the twenty years just after the Civil War might well be called the "era of verbal memory cultivation." The way to learn anything was to memorize it literally. The ability to repeat from memory long extracts from the text was the mark of a scholar, and such evidence of memory was considered proof of mental ability. Henry Adams felt it necessary to apologize because his famous father, Charles Francis Adams, had a "memory hardly above average." Even lawyers were rated by their memorizing ability. Judge Putnam recalled that Caleb Cushing, often called the most learned lawyer in Massachusetts, when a legislative report was not at hand, could always supply the text verbatim if it was one that he himself had written.

Judge Putnam had attended Columbia Law School after his graduation from Colby. There he and his classmates had been surprised and somewhat shocked to hear Professor Theodore Dwight warn the students against memorizing the words of their textbooks. He insisted that the practice of law demanded the accurate memory of ideas and substance, not of precise words, and that memorizing the mere words often interfered with a mastery of the substance.

Judge Putnam was therefore decidedly in favor of the newer method which was gradually replacing memoriter instruction. He had come to see that there is even a gain in forgetting. He wrote:

Today our colleges are seeking to intensify the power of individual thought, too often weighed down by undigested learning, and to think out independently a question, without too much absorption of ideas from others. Our ancestors gained a facility of phrase, from having in school days memorized Shakespeare, Dryden and Pope. But though such facility may refine the taste and broaden the imagination, it does not provide the more solid fruits of study.

For many years it had been an occasional, but not a regular custom for some group to play the prank of issuing what were called "false orders" at some college function. After Hannibal Hamlin gave a permanent fund to provide prizes in Freshman Declamation, that exhibition of freshman oratory became the favorite occasion for this bit of college fun, which began not very harmfully, but in the early years of the twentieth century reached the proportions of a college scandal.

In one of President Robins' early years, two students who were passing out programs at the door of the Baptist Church, where the speaking was held, were suddenly seized by a group of sophomores and tied up in a barn. Two dignified, sober-faced members of the raiding class took their place, and with great courtesy proceeded to pass out their own version of the program. Those false orders lampooned the speakers and their subjects.

At first the faculty was immune from these pranks, except as it considered college discipline violated by the disorder. But in 1878 the year book called the *Colby Oracle*, then only in its fifth year of publication, contained an article that aroused faculty wrath. The matter even reached the Trustees, who at their annual meeting voted "that the article appearing in the *Oracle* of 1878 assailing the Faculty of the University meets the unqualified disapprobation of the Trustees." Let us see what those brash editors of the *Oracle*, Albert Getchell and



Frank Jones, had actually put into print. The offensive article was a burlesque account of a faculty meeting. The more stinging passages were these:

There was an upheaval from the chair occupied by Professor Smith, who arose and said, "While there are many actions of the students which are extremely annoying to me, and perhaps a source of evil to the College, yet I would caution against any hasty, unpremeditated action in our attempts to prevent those actions. If the regulations must be made more stringent, let it be so, but let each new restraint be carefully considered. My chief complaint is that in my department procrastination and 'cutting' are the rule rather than the exception. Otherwise I find but little fault."

When Professor Smith resumed his seat, a noise was heard in a remote corner of the room, which proved to be Professor Lyford, nearly concealed in the shadow of a chair, his countenance not presenting the serenity of that of his predecessor. He said, "Although I might complain much about the conduct of our students in the classroom, I will only call attention to the appellations bestowed upon me by the students: 'A relic of the Silurian Age', 'Preserved since Paleozoic Time', and many more which I have neither time nor patience to rehearse. If they had more to do and the regulations were more severe, there would be less of this poor ribaldry. Therefore I will agree to any law, however stringent."

The next speaker was Professor Elder, who reached for another 'Yara', lit it and said: "Boys will be boys. Laws are of no value unless they are enforced. There are now enough dead laws on our books."

Professor Foster then secured the floor. Assuring his colleagues that he would not speak at length, he held forth for twenty minutes. In part he said, "While I shall not severely censure the young gentlemen for bestowing upon me the epithet of Johnny, I must protest mildly this familiar way of addressing those who have survived many generations of students and are still in enjoyment of their faculties. A report is prevalent that my lectures on Greek history are merely 'horse' translations. This is a gross exaggeration, and if any person will compare my lectures with Harpers' editions of the Greek authors, he will find that the former frequently present different language and occasionally even different ideas. But I am most grieved by their assertion that, if I had a recitation lasting two hours instead of one, I should talk the class to death. Wherefore I shall earnestly advocate the affixing of penalties for deeds not now indicted and not even yet committed. These students must be inculcated with the necessity of subordination to authority."

As Professor Foster took his seat, amid sighs of relief all around him, Professor Taylor remarked: "I think something ought to be done to prevent the increase of equestrianism among our students. As for myself, I fear, I loathe, I hate, I detest, I abominate a horse. Pass whatever regulations you see fit, and my classes will conform to them."

As Professor Hall was too overcome by his emotions, Professor Warren was the next spokesman. "Gentlemen, I will detain you but a moment. I am not much troubled because I am called 'Cosine', but the reports that I am susceptible to female influence and favor greatly the ladies in my classes do trouble me considerably, and I stigmatize them as completely false."

All eyes were now turned toward the President, and that gentleman, after placing a Latin and a Greek grammar on the table, began thus: "Gentlemen, the idiosyncrasies of some of our students have led to such frequent departures from the paths of rectitude that they can no longer be palliated, and additional regulations should be made and enforced ipso facto. If any of my remarks seem incoherent, or if I fail to preserve a logical nexus throughout, I must ask you to attribute it to my perturbation of mind when I contemplate the numerous instances of partial (I had almost said total) depravity among our students. They refuse absolutely to associate with my trusty messengers. They stop in front of my residence and sing 'Good Night, Doctor', until the entire neighborhood is aroused from slumber. A certain class, which I have been judiciously weeding out, has a new song which has a refrain 'There'll be no need of a Doctor's Spy'. We must exercise firmer restraint on these students. Any motion is now in order."<sup>4</sup>

It may broaden our view of student life in the '70's and early '80's if we take a quick look at the student organizations of the time. The Greek letter fraternities had come in with DKE in 1845, followed by Zeta Psi in 1850. In 1878, those two were still the only secret societies in the College. The Dekes had rather the better of it in numbers, having at that time seven seniors, seven juniors, nine sophomores and ten freshmen—a total of thirty-three members, while the Zetes had four seniors, five juniors, six sophomores, and four freshmen—a total of nineteen. But the Zetes had the advantage at that particular time, in respect to members who later became prominent in public life, for among their number was Hannibal E. Hamlin, distinguished son of a famous father, Edwin C. Whittemore, college trustee and historian, William W. Mayo, founder of Opportunity Farm for Boys, Hugh Chaplin, well-known Bangor attorney, and C. E. Owen, for many years an officer of the Maine Baptist Convention.

The Boardman Missionary Society, one of the oldest of Colby organizations, had been merged with the YMCA soon after Robins became President. It boasted fifty-five members in 1878, twenty-five of them in the freshman class alone.

The Literary Fraternity, oldest of the social societies, though nearly ready to give up the ghost, was still operating, with its membership about equally divided between Dekes, Zetes and Independents. Its old rival, the Erosophian Adelphi, had already dissolved. The reading room, previously conducted jointly by the two societies, now had a separate organization called the Athenaeum. In that room, in 1878, the students had access to eleven daily papers, including three from Boston, three from Portland, the *New York Graphic*, the *Springfield Republican*, the *Lewiston Journal*, the *Bangor Whig and Courier*, and the *Kennebec Journal*. Thirty-two weekly papers reached the reading room tables. Among the better known magazines were *Harper's Weekly*, *Littel's Living Age*, the *Scientific American*, the *London News*, *Zion's Advocate*, the *Watchman*, and *Frank Leslie's Weekly*. Once-a-week newspapers came from all parts of Maine—from Camden, Rockland and Ellsworth; from Auburn and South Paris; from Houlton and Machias; from Skowhegan and Fairfield; and of course there was the local weekly, the *Waterville Mail*. Of the monthly magazines, most prominent were *Harper's*, *Scribner's*, and the *Atlantic Monthly*. Indeed the Colby student in Robins' time could not complain for lack of current reading matter.

Military drill, an outcome of the Civil War, had not lost its popularity in 1878, and under the command of Captain W. H. Mathews the Colby Rifles showed a roll of 87 men. Under such officers as Will Lyford and Arthur Thomas



were such private troopers as the future Baptist clergymen, E. C. Whittemore, C. E. Owen, and George Merriam.

The Baseball Association was under the presidency of Willis Joy, while W. S. Bosworth was captain and pitcher of the University nine. Will Lyford captained the second team, and each class also had a nine, as did both the Dekes and the Zetes. George Merriam, for many years the beloved pastor of the Bethany Baptist Church at Skowhegan, was captain and catcher on his class team.

There was a University orchestra, a college choir, a quartet, and a glee club, also a chess club of sorts, which the *Oracle* derided by naming all six of its members president, and adding "Lay members—all but me."

Physical activities in general were in charge of a Gymnasium Association, headed by Will Lyford, but at last the students were receiving some help from the employment of two part-time physicians, Dr. Atwood Crosby and Dr. Fred Wilson.

The *Oracle* took a 'dig' at the women students by giving them a page under the heading Femi-Nine, and naming nine girls to a baseball team. The favored misses were Emily Meader, Minnie Mathews, Susan Denison, Hattie Britton, Jennie Smith, Lizzie Mathews, Kate Norcross, Lizzie Grimes, and Sophia Hanson.

Baseball was very much in the editors' minds, for they proceeded to set up a fictitious faculty team, with Janitor Sam Osborne as captain and catcher, "Cosine" Warren in the box, Moses Lyford on first base, President Robins on second, "Johnny" Foster on third, "Sam" Smith at short stop, and out in the field "Judy" Taylor, "Eddie" Hall, and "Billy" Elder. Beneath the list of the team was appended the note: "Uniforms—theological cap, philosophical shirt, and intellectual belt."

The *Oracle* had a lot of fun with the DKE Dining Club, listing for each member his eating capacity, on a scale from 1 to 5, or from Excellent to Deficient. All was captioned by a quotation from Shakespeare: "I have heard that Julius Caesar grew fat from feasting there."

In those days before the introduction of the cigarette, if a student wanted to be a bit sporty he smoked a cigar. If, however, he was a real smoker, as some indeed were, he had a pipe. But in 1878, any smoking at the College, though not prohibited, was so frowned upon that the *Oracle* published a list which it called "Disciples of the Weed," appending explanatory notes to some of the names. Hugh Chaplin found it "hard to learn." Joy "reforms occasionally," King was called a "periodical smoker," and Tilden indulged "in his closet."

Card playing, long under the ban, was considered safe enough to discuss on the campus in 1878. So the *Oracle* had also a list of "Pasteboard Manipulators," dividing them into experts at high-low-jack, whist and euchre.

Concerning the gradual introduction of new methods of instruction under President Robins, Albion Woodbury Small pointed out that it was the opening of Coburn Hall, with its new facilities, that enabled Professor Elder to break with the old method of memorizing the textbook. "For the first time within the knowledge of that student generation, actual chemical experiments were performed in the presence of the class. To most students that was a delivery from bondage, but Professor Elder's experiments did not meet with unanimous faculty approval. One of his colleagues was heard to remark, "Things have come to such a pass that messing with a little dirty water in a bottle passes for education."<sup>5</sup>

By the students of that time who later achieved prominence it was generally agreed that the faculty compared in scholarship favorably with other New Eng-



land colleges. Yet, to those competent to judge, such as Albion Woodbury Small, Shailer Mathews, and Nathaniel Butler, Jr., the isolation of a small faculty in a college remote from the university centers caused a narrowing of outlook and a strong conservatism. These worthy and devoted men lacked one important stimulus to scholarly growth: exchange of ideas with other scholars in special fields of knowledge. A man like Charles Hamlin would correspond with Agassiz and Huxley, and would rush off to Cambridge at short notice, but he was a rare exception. On one occasion Dr. Robins, who was far ahead of his faculty in his academic thinking, remarked to a friend, "They are devoted men, conscientiously serving ideals which have ceased to be timely."

Anyone who has become familiar with the history of higher education in the United States knows that Colby was not exceptional in succumbing to a kind of educational stagnation in the 1870's. At some time during the nineteenth century almost every other American college went through a similar period of arrested development. It is true that Colby was one of the later colleges to experience the much needed educational renaissance. A faculty of sincere conservatives at Colby set themselves against change which they believed to be destructive rather than constructive.

To understand what went on within the College during the Robins administration one must take cognizance of Dr. Robins' fundamental philosophy of higher education. It is preserved for us in a booklet written by him and published by the American Baptist Publication Society under the rather lengthy title, "The Christian Idea of Education as Distinguished from the Secular Idea of Education."<sup>6</sup> In that pamphlet Dr. Robins pulled no punches. He insisted that genuine education must begin with religious conversion in the strict Calvinist sense, and that it must proceed as constructive reconstruction of character. The difference between Robins and his faculty colleagues like Samuel K. Smith and John B. Foster was not that they disagreed theologically. They were all staunch Baptists with Calvinist convictions. The difference lay in the fact that what the professors believed academically, Robins believed evangelically. He proposed to do at Colby what Dwight L. Moody was doing at Northfield. For nine years, amid the constant distractions that beset any college president, Henry Robins applied his dynamic energy to one unified task—that of achieving a compatible marriage between his religious conception of education and his respect for intellectual honesty and academic achievement.

There is no question that Henry Robins brought a new spirit to the Colby campus. The issue was whether that new spirit should prevail. Whatever the President's religious attachment to the educational process, would his progressive academic notions be acceptable in this ultra-conservative college? Would the faculty accept elective courses? Would there be room for the chemical experiments of a William Elder? Robins had no sympathy with the prevailing notion that the purpose of a college education is to shape student minds by uniform methods to fit a stabilized life. Life was not static and fixed, but flexible and changing, and the old uniform pattern, insisted Robins, fitted men poorly for post-war America of the 1870's.

Few men were in a better position to assess the results of Dr. Robins' work than was Albion Woodbury Small, who had first been a student during the Robins administration and thirteen years after graduation had himself occupied the president's chair. Long afterward Dr. Small wrote:



This change of spirit, this revolution of which at the time few were aware, permeated the whole college. A stimulus was felt in every classroom. Other teachers besides Dr. Robins became able to make students feel that the concern was to help students solve their own problems rather than to demand their acceptance of ideas on the authority of textbook and instructor. When Dr. Robins left Colby he seriously suspected that his nine years of consecration had been in vain. The essential test was whether Colby had become a college in which candid pursuit of reality was stimulated and controlled by aggressive Christian purpose. On this point none of Dr. Robins' successors in the presidency was ever uncertain. The spirit which he struggled to establish has ever since been the paramount force. In the same sense in which it is true that Dr. Champlin saved the physical life of the College, Dr. Robins saved its soul.<sup>7</sup>

Clement H. Hallowell, 1875, had some interesting recollections.

In 1875 my sister, Susan Hallowell, newly appointed Professor of Botany at Wellesley College, visited Colby, and I took her on a round of inspection of our college equipment. Meeting Professor Elder, I introduced them, and he invited her to visit the chemistry class, of which I was a member. When the hour arrived, I escorted my sister to the platform and took my usual seat. The five minute tolling of the bell started and finally ceased, but no class appeared. Professor Elder suddenly accosted me, 'Do you know anything about this absence of the class, Hallowell?' I pleaded complete ignorance, and the irate professor strode off in search of the President. Things happened rapidly the next day. I found myself the only junior in college. Everyone else in the class had been suspended. Now I had to face chemistry, calculus and Greek alone. To make matters worse, some evil-disposed party had entered my room and abstracted my very excellent Greek 'pony'.<sup>8</sup>

On the occasion of the fiftieth anniversary of his class a member of the Class of 1879 gave some other pertinent recollections of Colby in the 1870's.<sup>9</sup>

We had no Woodman Stadium, not even bleachers, but the student body from the side lines watched with unbounded enthusiasm a selected few take ample exercise for the whole college. We had no football team, but we had baseball played without gloves or masks. We had a so-called gymnasium. In 1868 the Trustees appropriated \$1200 to build it. The structure burned down before we were half way through college, and the present gymnasium did not materialize until after we had graduated.

China Lake water was not available in those days, but the Kennebec River was just where it is now, and we had a well, the pump of which was much used during the 'ducking' season. We had no bathrooms nor bath tubs. Our toilet equipment consisted of a central plant conveniently located on the back campus. It was a substantial stone building known as Memorial Hall Junior, so called because constructed of the same material as Memorial Hall. It was a never-to-be-forgotten sight to see the iron roof of that building cavorting over the lower campus—the result of a Fourth of July explosion.

In our time a beginning had been made in improving the heating of the dormitories. The students in North College reveled in the luxury of

steam heat—that is, when it worked. But we in South College had no central heating at all—only open coal grates that gave excellent ventilation but little heat. For light we burned the fabled midnight oil.

As for the faculty, we had never heard of associate and assistant professors. Every professor was a full professor and the head of a department. Every student knew intimately every professor, for we all pursued the straight and narrow course prescribed by the catalogue.

In 1959 there was still living one man who had attended Colby under President Robins. He was Robie Frye, who had entered the College from Belfast in 1878 and had received his degree in 1882. After graduation, Frye joined his father in the United States Customs Service, with which he continued for more than half a century. He was an important official of the Boston Customs House, and on our entrance into World War I he had a prominent part in the seizure of German ships in Boston Harbor.

The writer of this history is deeply indebted to Robie Frye, with whom he has carried on lengthy correspondence and conducted numerous conversations for many years. Opportunities for these conversations were afforded each June, for unless Frye was out of the country at the time, he never missed a Colby Commencement. The assembled alumni gave him a rousing ovation on the occasion of the 75th anniversary of his graduation in 1957. In the previous December this spry, neatly dressed gentleman, whose mind was as alert and whose memory was as accurate as a man of middle age, had celebrated his 96th birthday. His letters are delightful reading, not only because of their content, but also because the neat, precise handwriting is so unusual in a person of advanced age.

Mr. Frye had vivid recollections of some of the physical objects which once graced the Colby campus but which had disappeared before the dawn of the twentieth century. The college pump, to which several references have already been made in this book, was situated close to the college walk and just beyond the north end of South College. It was much nearer that building than it was to Champlin Hall, although it was between the two. Memorial Hall Junior, the single college latrine of Frye's day, was not on the exact site of later Hedman Hall, according to Frye's recollection, but was a bit farther down the slope toward the river, about a hundred yards back from the walk, which would place it just behind Hedman Hall. Frye insists that what Small, Smiley and others referred to as "Memorial Hall Junior" was a longer name than the Class of 1882 recognized. "I never heard it called anything but simply 'Junior'. It was the only latrine."

Mr. Frye agrees with others who have written about the Robins period that baseball was the only organized sport. He said, "There was no football, no basketball, no tennis, no golf, no winter sports. We did have a field day in the spring, at which there were such events as foot races, broad and high jump, three-legged race, and potato race. We swam in the Messalonskee, and a few of us kept boats on that stream."

For social life, Mr. Frye says the students of his time had to be content with what were called "sociables," held at the Baptist vestry. There was no dancing—round, square, or any other kind under that Baptist roof, but occasionally a small dance was held by some daring host and hostess in the community. Attendance by male students at a public dance was against regulations, and for the few women enrolled in the College it was unthinkable.



A favorite downtown meeting place was Dorr's Drug Store. It was located in the Phoenix Block, the first large building erected on Waterville's Main Street. Built by Timothy Boutelle in 1845, on the west side of the street just below the junction with Temple Street, it had housed a drug store since its opening day. In Frye's time the proprietor was George Dorr, a man very popular with the students. The forerunner of what later students knew as Buzzell's Restaurant was Williams' Oyster House, where one could get a big bowl of stew for a quarter.

Throughout the last quarter of the nineteenth century and well into the first quarter of the twentieth, a rousing campus song was "Phi Chi." It was sung by all students and memorized at once by every freshman when this writer entered Colby in 1909. It was a song of a social organization with somewhat questionable reputation that invaded the Eastern colleges in the 1870's. One of its refrains, "Luck beats pluck, and Prexy's stuck, and the profs are high and dry," didn't meet with complete faculty approval. Here is Robie Frye's recollection of Phi Chi at Colby.

The first time I heard of Phi Chi was when President Robins came into Professor Warren's class in mathematics and told us about it. He said that a very evil hazing society had sprung up at Bowdoin and was trying to get a foothold at Colby. Dr. Robins said he was going to stamp it out. He then read a statement which he asked every student to sign, giving assurance that the student was not a member of Phi Chi and promised to have no dealings with it. We sat in alphabetical order and were called up in that order to sign the statement. We were surprised and perplexed when Edward Collins was not called and remained in his seat. We learned afterwards that he and his brother Will at Bowdoin were both members of Phi Chi and that it was through them that Phi Chi was introduced into Colby. When my name was called, I asked to be excused, saying I saw no sense in signing such a promise when I had never before heard of Phi Chi. Very wisely Dr. Robins did not insist. He said, 'Frye, you will come to my office at four o'clock this afternoon.' I was there on the dot. I attempted to argue the point, but I came, I saw, I signed. The organization soon died out, but the song lived on.

'Hurrah! hurrah! hurrah for old Phi Chi!  
Hurrah! hurrah! O may she never die.  
For luck beats pluck, and Prexy's stuck,  
And the profs are high and dry.  
We will follow her to glory.'

When Robie Frye was in college, the cost of attendance had increased considerably over the \$24 a year tuition and the dollar a week board of Jeremiah Chaplin's time. Tuition had risen to \$45, board to \$2.50 a week, and room rent to \$12 a year. Frye says that, when board went up to \$2.75 in his senior year, there were strong protests. Frye's total college expenses for four years were less than \$1000. Among college expenses in Frye's time were \$15 a year for fuel, \$2.50 for light, and \$12 for washing. Rooms were not furnished by the College, but there was an active market in second hand furniture, and a student could get bed, mattress, table and chair for \$10 to \$15. In a later day many a gullible freshman was hoaxed into paying some persuasive upperclassman for the radiator in his room.

Like so many young men of the time, Robie Frye began a diary when he entered college in the fall of 1878. He gave it up before the end of that freshman year, but while it lasted it contained some items that reveal not what one remembered years afterward, but how events were recorded by an impressionable freshman when these events occurred.

August 28, 1878. Arrived by morning train<sup>10</sup> and looked around for a boarding place. Crawford and Stone, who had come over the day before, were boarding at Mrs. Fields' on Main Street. After visiting several places I decided to take a room at Mrs. Fields'. Frank Woodcock rooms with me. We pay \$3.50 a week for board and room, including lights and washing of bed clothes.

That first item in the Frye diary calls for several observations. First, note the early date of the term's opening—August 29, for college opened on the day after Frye's arrival. Then note that Frye, as well as other students, had to seek a room in town, outside the dormitories. That is a tribute to President Robins' success in so increasing enrollment that the dormitories could not accommodate the influx.

August 29. Went to prayers at nine and to Prof. Foster in Greek at 11:30. Unpacked my trunk, bought a lamp and shade, some kerosene and a can.

September 1. We all went to the Baptist church. I did not like the minister very well. Saw Dr. Robins' wife. Went over to the railroad bridge to see the falls. Some Freshies got ducked. The sophs and juniors gave Dr. Robins a horn serenade.

September 6. This evening Miss W. and Miss T. came to our room to get us to write in their autograph albums. They caught Will Crawford in our room in his nightshirt. He hustled into the closet, where he had to stand on bare feet on the edge of the woodbox trying to hold the door shut with his finger nails. We kept him there for half an hour, nearly suffocating him.

September 8. Mr. Bellows, the Unitarian minister called at our room. He was the only minister who had paid any attention to us.

September 30. While I was in chapel reading Irving's *Tales of a Traveler*, the fire alarm rang and there was a great racket. It was Dr. Robins' house. Not much damage.

October 1. Initiated into Zeta Psi. Hannibal Hamlin was impressive explaining the aims and ideals of the society.

October 3. Professor Taylor has been sick for several days and we got some cuts out of it.<sup>11</sup>

October 4. Baseball match between freshmen and sophs won by the sophs 28 to 2.

October 5. The Kennebec is quite a river, but not up to the Penobscot. Wish I roomed in the Bricks.

October 10. Koopman, a junior, and I went down to the river to read poetry. He is a poet. I think the best thing in college is when the boys get out in front of South College and sing. "Bangor" and Phil sing tenor.<sup>12</sup>



October 12. The faculty sits in a row on the platform in chapel and are very dignified. Professor Taylor looks at a knot hole in the floor and never looks up.

In spite of his many interesting reminiscences, Robie Frye was no worshiper of the past. Colby's golden age was not in his student days, but always in the future, even after the new plant had arisen on Mayflower Hill. In 1957 Mr. Frye wrote to this historian:

I am not one who harks back to the 'good old days' and thinks that everything has now gone to pot. Perhaps I fool myself, but I take pride in thinking that I keep up with the times and am interested in the present and the immediate future. On the whole I think the world is growing better. Yet I cannot fail to remember when moderation and temperance, in the larger sense, were the general rule, when thrift was a virtue, when government depended upon the people, not the people upon the government, when everyone expected to work, when entertainment was mostly homemade, when family life at home was the basis of society, and when a dollar was worth more than fifty cents. Of course all this labels me as an old fogey.

## CHAPTER XXII

### *Pepper And Salt*

ALL who knew him agreed that George Dana Boardman Pepper was the salt of the earth. He seemed to his contemporaries to be the very embodiment of Christianity. Even that stormy petrel of the Waterville Baptist Church, the shirt maker Charles Hathaway, found it difficult to quarrel with Pepper, when as a young man the latter was pastor of the church. Tall and lean, with closely cropped beard, Dr. Pepper in his later years bore striking resemblance to his contemporary, Abraham Lincoln. Indeed, the resemblance was more than physical. Deep convictions, warm human sympathy, a becoming humility tempered by vigorous action and an unfailing sense of humor were characteristics of George Pepper, as they were of the martyred President. But Pepper had none of the melancholy that was Lincoln's life-long affliction. Like all men, Dr. Pepper knew sorrow and trouble, but he was sustained by a persistent faith, which assured him that "God's in His heaven, all's right with the world." Moreover, with all his Christian sympathy, compelling him constantly to play the Good Samaritan among his fellow men, Dr. Pepper was no gullible prey to charlatans. He possessed that rare combination, a hard head and a kind heart.

The Trustees of Colby University wasted no time in electing a successor to Henry Robins when illness compelled his resignation in 1882. At a special meeting held in Portland on March 27, they chose George Dana Boardman Pepper as the institution's eighth president. Pepper was not only the unanimous choice of the Board, but also was the man whom the faculty desired as their new leader. At a meeting on February 18 the faculty voted to request the Trustees to elect Dr. Pepper, to whom they sent a letter strongly urging him to accept the position, if it should be offered.

When the Trustees selected as their new president the Professor of Theology at Crozer Theological Seminary, they were turning to a man whom they already knew and who already knew the College. At the age of 27, he had come to Waterville in 1860 to take the pastorate of the church which Jeremiah Chaplin, Colby's first president, had organized in 1818. There he had proved to be a good preacher and a tactful administrator. With remarkable skill he had weathered the storm of theological controversy caused by the return to Waterville of the former Baptist pastor and Colby president, David Sheldon, to organize the Waterville Unitarian Church. Taking the Civil War very much to heart, Pepper had asked his church for leave to spend several months as a chaplain with the Army of the Potomac. The College Trustees remembered all those achievements, and they noted how much the man had grown during his years as a professor at Crozer.



The new president bore proudly the name of Colby's first missionary, George Dana Boardman, member of the first graduating class in 1822 and associate in Burma of the famous Adoniram Judson. George Pepper was born in Ware, Massachusetts, on February 5, 1833. His ancestry traced back to the beginning of the Bay Colony. His mother's father had been with Washington at Valley Forge and was a descendant of the banished Anne Hutchinson. At Williston Seminary Pepper prepared for college and in the fall of 1853 entered Amherst, from which he received his bachelor's degree in 1857. Like Waterville College, Amherst was then young and poor; but though it lacked endowment and equipment it had devoted faculty members. Those men gave young Pepper a liberal education, instilling in him a sense of values and of the meaning of life. They taught him that truth is the ultimate goal, and one must be loyal in his search for it at all times. Most of all, they taught him that material things are less important than ideas and ideals.

From Amherst, George Pepper went to the Baptist theological school at Newton, and he had not quite finished his course there when the call came to the pastorate of the Waterville Baptist Church. He accepted the call, but insisted he could not take the position until after his Newton graduation. He came to Waterville in September, but dashed off to Bolton, Massachusetts, in November, to marry Annie Grassie, the sister of his college classmate. It was in Waterville that Mr. and Mrs. Pepper began housekeeping, and it was there in 1910 that they celebrated their golden wedding.

George Pepper belonged to a denomination which, in the middle of the nineteenth century, was fired with evangelical zeal. It was not rare for a traveler to be accosted by some clergyman or layman, utter stranger to him, with the question, "Brother, are you saved?" George Pepper had little sympathy with that approach. He had a keen sense of personal dignity and personal rights. He once said, "I do not make a practice of forcing personally religious conversation upon those whom I meet. If opportunity presents, I avail myself of it. But medicine loathed does no good. I can do better to get acquainted with the person himself. There is a just horror in most minds of the manifestations of official, perfunctory love."<sup>1</sup>

Within a few months after the end of the Civil War, in 1865, Dr. Pepper left Waterville to accept the chair of Church History at Newton, and in 1867 moved to the professorship of Systematic Theology at Crozer. There, fifteen years later, the Trustees of Colby University found him ready to lead their college on to greater usefulness and wider reputation.

Dr. Pepper was inaugurated President of Colby University at the Commencement exercises in June, 1882. He had definite ideas about what a college faculty should be.

The teachers form a faculty of education and instruction, not simply to cram words and sentences into hollow skulls, as dentists hammer gold into our hollow teeth. If they are truly a faculty, they must have *the faculty*—the desire and the ability to develop the mind, to direct the reason, to proclaim truth and the power to investigate it, to evoke manhood and manly strength used in manly ways, in the classroom and out of it. A college faculty must not delve among the tombs of a kind of corporate old mortality, with no destiny but to make legible again tombstone inscriptions. While not unmindful of the past, drawing from it lessons of wisdom for future guidance, a college faculty must keep step with progress, steady and sure.<sup>2</sup>

In no uncertain terms Dr. Pepper made it plain that in his kind of college there was no room for the incompetent or the lazy.

The college is not a kindergarten. Disciplined youth must be well and thoroughly disciplined. The college cannot be an academy or a high school. Better is it to have in college ten students who are truly college students than to have a thousand amorphous nondescripts. The college must have true students—youth with power and disposition to do the work and receive its benefits. A college is not a training school for the feeble-minded, a hospital for the sick, a retreat for the lazy, a reform school for the vicious. All such characters can be spared the college. None such are welcome. Their place, if anywhere, is outside the college walls.<sup>3</sup>

A liberal education, contended Dr. Pepper, embodies three vital principles: catholicity, symmetry, and vitality. The first cannot be secured, he held, if studies are to be elective. The student must not be left to choose merely what appeals to his taste; he must be introduced to all fundamental areas of knowledge. In its symmetry, the program must be aimed at the whole man, at his personal trinity of body, mind, and spirit.

Accepting the keys of the college from Abner Coburn, chairman of the Trustees, Dr. Pepper said:

I accept from your hands these keys, the office of which they signify, the sacred trust which the office constitutes, and its duties, responsibilities, and sacrifices. The confidence thus reposed in me at once humbles and encourages me. To prove that it has not been misplaced will be my constant endeavor. Still all of us must place our ultimate hope not in man, but in the living God. To Him we now turn our eyes; to Him we make our appeal for blessing and success. That He will bless and help us is our assured conviction and our vital encouragement.<sup>4</sup>

When George Pepper became President, the College was still operating in the red, despite the endowment raised under Champlin and expanded under Robins. In fact an annual deficit had become so usual that, at the annual meeting in 1882, the Finance Committee felt that "the Board should be congratulated because the year's receipts came within \$2500 of meeting the year's expenses." The committee expressed hope that receipts and expenditures would at least balance each other in 1883.

The students were delighted with Dr. Pepper's warm personality and his utter lack of that formal pomposity which often characterized college officials in the nineteenth century. He instituted a custom of informal teas for various groups of students at his home. Interested in music, he promoted a series of concerts, by which he sought to cement college and community relations while at the same time bringing good musical programs to the attention of the students.

Appealing to the College Treasurer and prominent trustee, Judge Percival Bonney of Portland, Dr. Pepper secured Bonney's promise to raise among Portland friends of the College the necessary money to install an organ to be built by the well-known manufacturer Estey of Boston. The *Echo* praised the new instrument, but was skeptical about the voices which it might accompany. "We hope that this improvement in the instrumental part of the chapel music will bring a corresponding improvement in the vocal part. There may be good



singers in the choir, but together as a quartette they are a complete failure. We would prefer to hear them sing separately than to hear them mingle their voices in such terrible discords."

To the receptions given by Dr. and Mrs. Pepper, the *Echo* gave high praise.

The idea that students dislike to meet the professors outside their classes is a mistaken one. The rigidity of discipline and the stern dignity which characterized the college professor fifty years ago tended to impress upon the mind of the student that the professor was an unpleasant personage always to be avoided. But as times have changed, so have men. Students are not accustomed now to look upon their professors with awe, but to regard them as persons whose duty it is to instruct, not to rule.

Not everything that President Pepper did was greeted with favor. The *Echo*, in November, 1882, voiced the seniors' disapproval of the President's course in Mental Philosophy, a subject which today would be called Psychology.

The seniors are having a mighty hard time. Half the term has passed, and they are still floundering in the darkness of mental science, eagerly gazing for just a peep of light. It is discouraging to any student to know that, if he puts all the time at his disposal on the lesson, he can only skim the surface. We have a textbook which, we are told, must be thoroughly mined in order to be understood. But it is not easy to do any successful mining upon ten or twelve pages of obscure text in the two hours we have available for preparation.

Another unpopular move of President Pepper's was the restitution of Thursday morning classes. Soon after the Civil War the old schedule that called for three recitations a day, five days a week, by each student had been modified. In order to accommodate the literary societies and the two fraternities, which held their weekly meetings on Wednesday evening, no recitation was held at 8 A.M. on Thursdays. That omission called for a juggling of schedule, or for a class to meet fewer times a week in a given subject. Such irregularity was obnoxious to Dr. Pepper, and on his insistence in 1883 the faculty voted to restore the early morning classes on Thursday. The old schedule of classes at 8 and 11:30 A.M. and at 4:30 P.M. on each day from Monday through Friday was thus resumed.

A letter to the Editor of the *Echo*, in July, 1883, stated the student protest.

The mere number of catalogued recitations gives little information concerning the work done. Colby requires more work day by day in preparation for recitations than perhaps any other college in New England. Some of the other colleges allow a number of unexcused absences; Colby compels attendance at all. A Colby student absent less than half a term must work out and recite each separate lesson lost. While in some colleges the professor of an ancient language reads in advance to the class all or part of each new lesson, necessitating only a rapid review by the student, at Colby we must laboriously work out each advance assignment with lexicon and grammar. Instead of the classroom being a place where the professor does most of the reciting, it is a searching examination of the results obtained by the student. Add to this a rigid system of ranking, and some idea may be formed

of the kind of work expected from us. Quality has been the demand here. Now the Trustees ignore that requirement and demand quantity.

Editorially, the *Echo* pointed out that, during the first three years of the tenure of the present seniors, Wednesday evening had been free from preparation of a recitation at eight o'clock the next morning, and thus the members of the societies—and that included nearly all the students—had opportunity to prepare for the literary exercises demanded in the society meetings and to make those meetings educationally valuable. The paper predicted that the change would ruin the societies. Furthermore, the *Echo* didn't like it because the extra time went so heavily to Greek and Latin, which many students considered as absorbing already too large a share of their study time. Said the *Echo*, "Greek and Latin receive practically the whole increase, gaining at least 50 recitations, while all other departments combined gain only 37."

Nothing came of this agitation and within a few years the students became quite accustomed to Thursday morning classes. In 1888-89, the last year of the Pepper administration, classes were still held regularly at the three designated hours of 8:00, 11:30, and 4:30. The 8:00 o'clock classes met six days a week, the 11:30 classes five days, and the 4:30 classes four days. Freshmen had Elocution once a week at 2 P.M. on Wednesday. Juniors who elected science had Physics at 2:30 instead of 4:30; and seniors in the classical course had German at 2:30 instead of Geology at 4:30. Four half-hours a week were required of each class in Physical Culture. Sophomores, juniors and seniors had to write compositions five, four and three times a week, respectively. The actual classroom time of each student was about sixteen hours a week.

It was under President Pepper that a beginning was made toward what later became the classical and the scientific curricula. In fact, by 1888, although the catalogue made no such distinction, the *Echo* often referred to the electives open to students in junior and senior years as classical or literary on the one hand, and as scientific on the other hand.

Under the impetus of the dynamic President Charles W. Eliot of Harvard, advocates of the elective system of college studies gained ground rapidly in the 1880's. Few colleges went to Eliot's extreme of allowing the student to choose freely every study he would pursue in each of his four years—no majors, no minors, no demanded sequences, no specified graduation requirement except the number of completed courses. All colleges were, however, affected in some degree by the Eliot ideas.

Before Pepper had become President, a few electives had crept into the Colby curriculum, as has been pointed out in an earlier chapter. Under Pepper they increased slowly, not radically. In 1886 he explained to the Boston Alumni of Colby: "The faculty, with hearty unanimity, have agreed to make Latin and Greek wholly optional after the sophomore year, give to the modern languages a better chance, furnish all practical advantage to the natural and physical sciences, and secure a more complete harmony of all the studies. We admit election, but with such safeguards as will prevent disintegration. We deem unlimited electives a curse."

The *Echo* summed up the situation in its issue of March, 1886.

Students of the present generation, as they hear former graduates tell of the days when portions of the Greek and Latin texts were committed to memory, and when the sciences were crammed bodily from textbooks,



are filled with feelings akin to those of a child who listens to his grandfather's tales of hardship and poverty.

During the past twenty-five years the courses and methods of instruction in our colleges have undergone marked changes, and he would be bold indeed who would venture to prophesy what evolutions the next twenty-five years will witness. The curriculum at Colby has been slowly changing with the times. The most radical changes have been, however, made during the present year. The student may now consult his own taste to an extent hitherto unknown.

As matters now stand, the studies of the first two years remain as in the past. But, during the last two years, one may continue his classical studies or substitute work in science. History is required during the junior year and in one term of senior year. It will be elective for the two remaining senior terms. To attempt to classify and group the electives under different courses must be regarded as an earnest of what is to come in the future.

In that last sentence the *Echo* did speak prophetically, but factually it was ahead of its time. The college catalogue definitely did not attempt "to classify and group the electives under different courses." The *Echo* was indeed right in prophesying that such a grouping would soon come, but even as bold a man as that 1886 student editor scarcely dared predict that Colby would soon be conferring the two distinct degrees of Bachelor of Arts and Bachelor of Science.

Let us see what was required and what options the student enjoyed under the Pepper Curriculum of 1885.

Freshmen and sophomores were completely unaffected by the elective principle. Throughout freshman year the subjects were Latin, Greek and Mathematics, with Elocution also required once a week, and Christian Ethics once a week in fall and winter terms, followed by a weekly session in Physiology and Hygiene in the spring term. The freshman program called altogether for sixteen recitations a week.

The sophomores, although all their subjects were required, pursued no one subject throughout the year. In the fall term they had Rhetoric and Latin, and in the first half of that term French, in the last half Mathematics. They met once a week also for English Literature. In the winter term the sophomore subjects were Rhetoric and Greek, with French and Mathematics each meeting twice a week throughout the term. The once hour session in English Literature was continued. In the spring their subjects were Mechanics through the term, Greek and English Literature in the first half of the term, and French and Physics in the last half. The sophomore program called for fifteen hours a week of recitation.

When a student began the fall term of his junior year, he was by no means hit by a flock of bewildering electives. He was eased into the system very gradually indeed. In that term he was given a heavy dose of required Chemistry—five hours a week of lecture and recitation and three hours of laboratory. He had to take Mineralogy four hours a week. During the first half of the term he was required to study Logic five days a week. It was only in the last half of the term that he was confronted with a single, modest choice. He could then take half a term of either French or Physics. In the winter term the junior could continue Chemistry or take Latin. He had to study Physics and Physiology. In the third term he could continue Chemistry or take German. He could choose between Political Economy and Mathematics, and between Geology and Latin.



J. Seelye Bixler



Franklin W. Johnson



A. Galen Eustis



Robert E. L. Strider II





Herbert L. Wadsworth



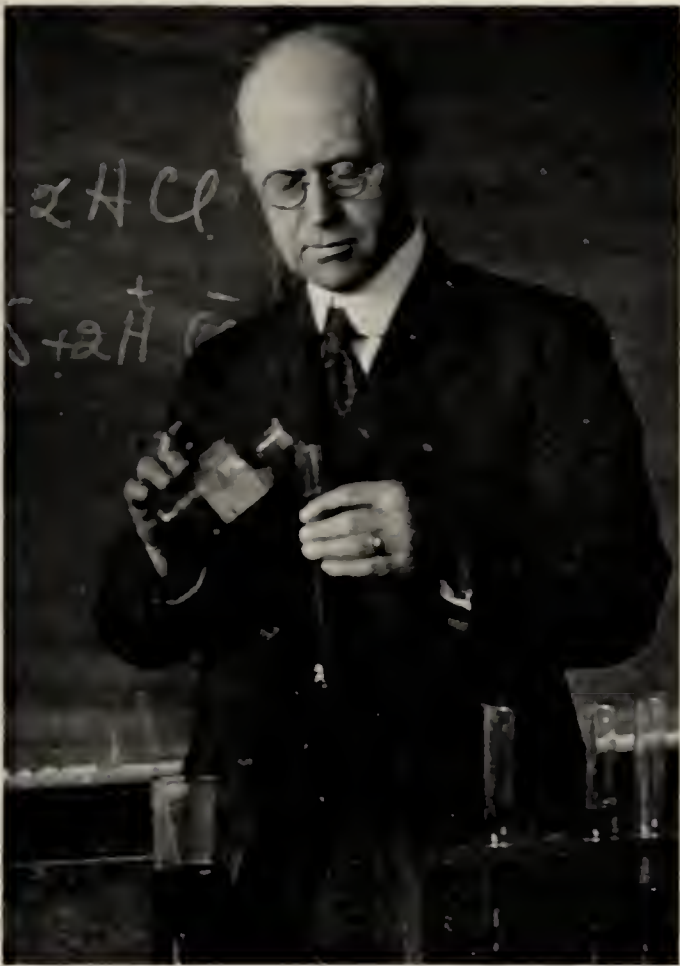
George G. Averill

George Otis Smith



Neil Leonard





George H. Parmenter



Webster Chester



Herbert C. Libby



William J. Wilkinson



Edward J. Colgan



Beginning  
at  
Mayflower Hill



Quiet



A Loud Noise

Broken Ground





Merton Miller laying cornerstone of the library.



The Lorimer brothers and President Johnson laying cornerstone of the Lorimer Chapel.



Carl J. Weber in the Edwin Arlington Robinson Treasure Room, with portrait of Robinson on the wall above the poet's chair.



# Beautifying the Hill



Johnson Day

Planting the Curtis trees

Johnson Pond







Commencement under the willows

## Graduation Days



Commencement procession on College Avenue

Outdoor Commencement on Mayflower Hill





Montague Sculpture Court

Miller Library at night



East gate to the Bixler Art and Music Center

Children have fun near the President's House





By the time a man got to be a senior, he could avoid scientific studies altogether if he so desired, and he could do so without further study of Latin or Greek, by selecting such term studies as Psychology, History, Philosophy, German, French, and Moral Science.

When Pepper left the presidency in 1889, Colby was a long way from making a true distinction between an A.B. course requiring study in the classical languages and a B.S. course concentrating in the sciences. The 1889 curriculum was even farther away from the day in President Johnson's time, when the faculty would awake to the realization that the only distinction of the B.S. course at Colby was the earning of a degree without the study of Latin. The rapid rise of the social sciences had, by 1930, made concentration in science no requirement for the B.S. degree. When it was seen that the degree no longer carried its original meaning, the College decided to abandon it, and for a quarter of a century all Colby graduates have now been awarded the same degree of Bachelor of Arts.

But when George Pepper was head of the college, all that dispute about degrees was far in the future. Students who completed the four years' requirements all received from Dr. Pepper's hands the one kind of diploma, designating them as bachelors of arts. It was left for Dr. Pepper's successors, especially Small, Butler, Roberts and Johnson, to preside over faculties who fought bitterly concerning the wisdom of two degrees or one. It is at least interesting to note that in the 1930's, the faculty came round the whole cycle to the position their predecessors had held half a century earlier under Dr. Pepper.

Impetus was given to the study of the sciences by men who joined the faculty under President Pepper. Frank S. Capen succeeded Moses Lyford as Professor of Natural Philosophy and Astronomy in 1884. A graduate of the University of Rochester, the institution that had been founded by a Colby graduate, Martin Brewer Anderson, Capen had done graduate work at Harvard and was especially interested in astronomy. Although he remained at Colby only two years, he introduced student experiments into the work in physics and he greatly stimulated interest in the old observatory, situated on a hill west of the college campus, near the later site of the Harris Bakery. In 1885 the Trustees heeded Professor Elder's plea to allow him to devote his full time to chemistry and the biological sciences, while they brought in an additional professor in the geological field. The new man was Marshman E. Wadsworth, who like Capen, stayed only two years. He was the first Colby scientist to hold the Ph.D. degree, but not the first faculty member to hold it. That honor had gone to Albion Woodbury Small, the professor of History and Political Economy in the Pepper administration.

Capen and Wadsworth paved the way for two men who were to play conspicuous parts in the development of scientific studies at Colby, William A. Rogers and William S. Bayley. In 1886 the former succeeded Capen, but was given the new title of Professor of Physics and Astronomy. Bayley succeeded to both the position and title of Wadsworth, becoming Professor of Mineralogy and Geology in 1887.

William A. Rogers was the internationally known physicist for whom, two years after his arrival in Waterville, Col. Richard Cutts Shannon would erect the astounding building known as the Shannon Physical Laboratory and Observatory—a building constructed according to Rogers' specifications, to facilitate his important research in physics. It is suspected that Col. Shannon had something to do with Rogers' coming to Colby. Perhaps the shrewd Colonel promised Rogers



the building as an inducement for him to accept the position. Anyhow, the splendid building followed closely on the heels of Rogers' arrival.

Rogers came to Colby from the Harvard Astronomical Observatory, where he was Assistant Professor of Astronomy. He had been graduated from Brown in 1857, and for the next thirteen years was Professor of Mathematics and Astronomy at Alfred University. During that time he had a year's leave to study theoretical and applied mechanics at Yale, then a further year at the Harvard Observatory. In 1870 he was appointed an assistant at the Observatory and was made an assistant professor in 1877. He received the A.M. degree from Yale in 1876. When he came to Colby, William Rogers was one of only four Americans who were honorary members of the Royal Microscopical Society of England. He was a member of the National Academy of Arts and Sciences, of the German Astronomical Society, of the Society of Mechanical Engineers, and of the American Association for the Advancement of Science.

In 1880 Rogers had visited London and Paris at the expense of the American Academy, for the purpose of obtaining authorized copies of the Imperial yard and the French metre. Those copies were the first ever brought to the United States to serve as the basis of the standards of length, which Rogers himself made for Harvard, Yale, Princeton, Columbia, and the Lick Observatory, as well as for the U. S. Signal Service. It was Rogers who worked out the standard yard and metre for the Department of Standards of the British Board of Trade. Later, in the sound and shock-proof quarters built for him by Col. Shannon at Colby, William Rogers made the standard yard still used by the United States Bureau of Standards.

Rogers' special work at Harvard had been observation of all the stars down to the ninth magnitude in the belt between 50 and 55 degrees north. Before coming to Colby he had published extensively, both in physical and astronomical journals. Among his works were two huge volumes of astronomical observations, and the text of a third was completed during his early years in Waterville. His first research at Colby concerned the laws under which different metals expand and contract under variations of temperature. He became an expert on thermometers, being able to calculate just the amount of error even the best of them were likely to show.

Professor Rogers himself stated that his reason for leaving Harvard to accept a position in a little fresh-water college in Maine was his desire to be free from the night work demanded by astronomical observation. This historian is nevertheless of the firm belief that Colonel Shannon had a part in that decision.

So far as this writer has been able to ascertain, William A. Rogers was the only Seventh Day Baptist who ever held a place on the Colby faculty. That sect, which insisted upon the observance of Saturday as the proper Sabbath, had few followers in Maine, although their theological kinsmen, the Seventh Day Adventists, had many adherents. Rogers seems to have attended the Waterville Baptist Church on at least an occasional Sunday, but he was one of the few faculty members in Dr. Pepper's time who was not an avowed Calvinist Baptist.

Professor Bayley's important contribution to Colby came under Presidents who succeeded Dr. Pepper, and the same was true of the work of Professor Warren. We therefore reserve extended comment on those two men for a later chapter.

Reference to the revised curriculum which we have described in this chapter will show at once that, however much a student might be inclined toward the languages, he could not escape an introduction to several of the sciences. In 1887 the *Echo* protested vigorously against such a requirement.

We wish to make no attack on the sciences, nor shall we discuss the relative value of the scientific and classical courses. We would indeed allow the sciences a prominent place in our college curriculum. But if, in common with present educational trends, the student be allowed to emancipate himself from Latin and Greek, let him also decide, if science is to be thrust upon him, exactly which science it shall be. We protest against the compulsory introduction of zoology into the classical course, and we hope another year will see it out.

A picture of any era in Colby history is often best secured from a kind of kaleidoscope—what may at first appear as a bewildering assortment of insignificant details. But if one lingers a moment with each such detail, he is likely in the end to come up with a rather unified picture of life in a small college in a New England town. In the 1880's Colby was still a small college, and the town was just turning from an agricultural into an industrial community.

For one thing, there were the growing willows, which stretched in two straight lines from near the south end of South College to the bank of the Kennebec. Tradition had it that they had been planted in the spring of 1822 by George Dana Boardman. When the *Echo*, in 1884, sought information on the old days from distinguished alumni, it received from Albert Paine of the Class of 1832 a statement which blasted the old tradition. Paine wrote: "The planting of willows on either side of the path leading from South College to the river was done in the spring of 1832, and consisted of sticking into the earth at short distances from each other, small willow twigs, the whole row forming little more than a mere handful. The credit given to Boardman as the originator of those scraggy old trees is all wrong, because in his day the locality had not been cleared of its original forest growth. The men who were freshmen and sophomores in 1832 were the men entitled to the credit."

As the college population increased, water became more and more important. It was necessary to sink additional wells besides the old faithful pump between Champlin Hall and North College, but at times those new wells ran dry, and for a college student to take an all-over bath, except when he could swim in the river, was a rare luxury. In 1884, the *Echo* said: "There are plenty of things to be improved, the most noticeable of which is the water supply. Experience has taught that the use of the water at present furnished for drinking purposes is almost invariably followed by disastrous results. A new well is much needed."

Then, in 1887, Waterville decided to bring into the city a supply of water from the Messalonskee stream. The College at once arranged to have a line connect with the College Street main to bring water into the college buildings. When College opened in the fall of 1887, the promised line had not been installed, but the *Echo* eagerly awaited the installation. "In another month the longed-for water works will be in full operation. Then a supply of decently pure water will be brought into the College, and the slimy old well can be filled up. We also need bath rooms, and now we see no reason why they should not be built. The best apology we can now make for a bath room is to stand on the carpet and do the best we can with a towel moistened in the drainings from the old well." The spring of 1888 saw the city water flowing into the dormitories amid great rejoicing.

Another liquid valued by college students along with water was cider. In the fall of 1883 the *Echo* announced: "By the erection of a new cider mill, the distance to the nearest of those edifices has been shortened by two miles. Parties in-



terested in the location can obtain full particulars from Perkins, '87." Four years later, in the autumn of 1887, the *Echo* related: "Cider has been just as free as water this fall. It only required a stolen wagon, a hired horse and a dark night for the sophomores to import a 43 gallon cask of the apple juice. It was sampled on the afternoon of the freshman-sophomore ball game, and was found to be potent. Certain seniors showed they know how to drink cider, even if they are members of the Good Templars. Cider drunks and Indian war dances were in order for a number of nights, till at last the cask ran dry and consumed itself in a bonfire."

Believe it or not, college boys carried umbrellas in the 1880's. In 1883 the *Echo* called for umbrella stands in Champlin and Memorial halls. When they were installed that autumn, the *Echo* proudly announced, "Now the solemn umbrella can stand on its head and weep complacently while its owner goes into recitation for his customary flunk or drowns away a half hour at chapel."

In 1884 a grandstand was at last erected beside the baseball field. Previously the only seats at games had been provided by taking settees from the classrooms and returning them after the game. The new grandstand not only provided a better view of the playing field but also saved considerable wear and tear on the settees.

One of the student customs of the 1880's was the annual peanut drunk. In 1884 the *Echo* carried this story about the annual occasion. "It was this year a somewhat insipid affair as far as the drunk proper was concerned. About the time the peanuts arrived, the sophs also put in an appearance. It is said that barrels of Colby water were wasted on both parties. The freshmen strove valiantly to hold the fort and the peanuts. Although they succeeded in retaining the peanuts, they found there was not sufficient space in one room for both themselves and the sophs, so they kindly vacated the room, ably assisted by the sophs. The next morning all trace that remained was a light dampness about North College."

The sport known as "false orders," that had begun many years earlier, was flourishing during the Pepper administration. These "false orders" were usually burlesque programs of such college events as the speaking exhibitions. In the early 1900's they reached their scandalous apogee in the description of the annual Freshman Reading. One such sheet, which appeared early in Dr. Pepper's presidency was entitled "Pepper and His Devils." Attached to all sorts of uncomplimentary epithets were such afterwards distinguished members of the Class of 1888 as Solomon Gallert, Albert F. Drummond, Emery B. Gibbs, Addison B. Lorimer, and John F. Tilton. In 1887 there appeared another such publication called "The Devil's Auction," which made fun of such distinguished members of the Class of 1891 as Edward Mathews, Albert Caldwell, William Abbott Smith, Norman L. Bassett, and Franklin W. Johnson.

Very much to its credit, the *Echo* led a campaign against these scurrilous sheets, which as time went on grew worse and worse, extending from lambasting the freshmen to lampooning the faculty. In 1885 the *Echo* said: "Are there not some customs that had better disappear? Foremost among them is the custom of 'false orders'. No one respects a class for having anything to do with those productions, which are too often a disgrace to their authors and a scandal to the College." Two years later, in 1887, a different *Echo* editor had this to say: "Contrary to the expectations of a majority of the students, the ancient custom of distributing bad literature about the time of the Freshman Reading has been revived. In our opinion, it would have been much better if the members of '89

had not resurrected this lost art, but we must admit their recent publication is comparatively a high moral sheet and, in that respect at least, is commendable."

What had happened was that, on the afternoon when the Freshman Reading was to be held in the evening, fliers appeared stating that the exhibition had been postponed for a week. The reason could not be determined until it was learned that the hand bills were wholly unauthorized. The reading exhibition took place and passed off without incident or disturbance. It was rumored that, in certain parts of the church, the olfactory nerves were somewhat affected, but if that was true it had no effect on the speakers.

For some time there had been student dissatisfaction with the method of selecting commencement speakers. During the first half century classes had been so small that every senior could have a speaking part in the graduation program, but by Dr. Pepper's time the increase in enrollment necessitated that a limited number of commencement speakers be selected from the graduating class. Until 1883 the speakers, except for the valedictorian, had been chosen by lot, with the result that sometimes the best speakers, as well as excellent scholars, were omitted from the program. Dr. Pepper suggested and received both faculty and student approval of a new plan, which the *Echo* described in its issue of June, 1883.

The Faculty has at last decided upon a method of choosing commencement speakers which is to be permanent. Three are to be chosen for excellence in general standing, three for excellence in rhetoric and composition, and three by a faculty committee for excellence of a submitted article. The new rule gives all a chance. It does not restrict the choice to those who have merely attained excellence in studies, nor does it encourage those who have done no work at all, as a choice by lot surely does.

By the time this historian entered the College in 1909, the narrow duck-board walks, so familiar to students of the '10's and '20's, offered some relief from the slush and mud of the 1880's.

We have already noted that, almost from the opening days of the College, students had partially met their expenses by teaching in rural schools during the long winter vacation. A new college calendar, adopted in 1884, caused difficulty for those student-teachers. The winter vacation, which had formerly extended from just before Christmas to the end of February, now did not begin until January 27, and the spring term opened on March 10. The college authorities evidently thought that student teaching had become less important. Yet the *Echo* pointed out that twenty-one sophomores and nine freshmen were doing such teaching in the spring of 1884, scattered in Maine communities from Tenants Harbor to Lebanon, and from Presque Isle to Scarborough. The *Echo* said:

The large number of students who leave college during the winter term indicates a mistake somewhere. The fault lies in the inconsistent and almost insane arrangement of terms. There are thirty-six weeks in the college year. This leaves sixteen weeks which a self-supporting student can use for earnings. If it were possible to have at least twelve of those weeks in one continuous vacation, he could use the time at infinitely better advantage. A return to the old arrangement would be appreciated, and fewer students would then be obliged to go through the farce of making up.



Despite student protests, the long winter vacation did not return to the college calendar. Within a few years the old district system in the common schools was abandoned for town supervision. No longer was each of some twenty school districts in a small Maine town an autonomous unit, deciding when and for how many weeks it would operate its school and selecting its own teacher by its own standards. Furthermore, the state normal schools were turning out more and more trained teachers, and under state laws requiring a school year of uniform length in all towns, teachers began to be hired on a year basis, not for a single term. By 1900 there was little demand for college students as teachers in the winter schools.

Electric lighting reached the College in the fall of 1887. In July, 1886, the *Echo* had said: "An immense amount of enthusiasm is being aroused by the scheme to light the college by electricity. The plan is at present only partially developed, but the probability is that eventually arc lights will be distributed over the campus and in the halls, while the incandescent variety will be installed in the students' rooms." A year later the paper announced, "Professor Elder has just put an electric light of the arc pattern in his recitation room. It will not be used for lighting purposes, however, but in his lecture work for projection on the screen." Three months later electric lights were in all the buildings.

Interest in sprucing up the grounds spread to the college lot in Pine Grove Cemetery. Many Colby people had forgotten that the College owned such a lot until some one informed President Pepper that it had long been neglected. A lot had originally been purchased in the old cemetery on Elm Street, now Monument Park, when in 1832 Frederic William Blish, a sophomore from Barnstable, Massachusetts, had been drowned in the Kennebec. In the following year another drowning had taken the life of George Stevens of Bluehill, who was buried beside Blish. In 1836 the college community was shocked by the death of Jonathan Furbush, a student who had developed the Baptist mission on the "Plains," and who contracted pneumonia while on an errand of mercy among the poverty-stricken people of that area. In 1840 a fourth body was interred, that of Benjamin F. Preble of Camden. Why no relatives claimed any of these four bodies and took them home for burial, we do not know.

When the old cemetery was abandoned just before the Civil War, the bodies were removed to the new Pine Grove Cemetery at the south end of Waterville. There a lot was assigned to the College, and in it were placed the bodies of the four students. The place saw no other student burial until 1923, when a Chinese student, Li Fu Chi, died several thousand miles from his homeland a few months after his arrival at the College. Thanks to President Pepper's attention to the matter in 1886, the lot was afterwards kept in good condition.

Relations between town and gown were not always cordial, especially among the youth of college age. In the 1880's a slang phrase for certain groups of town boys was "yaggers." Reporting on a "Sociable" at the Congregational Church, the *Echo* said in 1884, "We were crowded and walked over by elderly parties, pelted with cakes by yaggers, and all the eligible young ladies went home with their parents. A freshman found his Bible in the possession of a yaggerine [a female yagger] who was loath to give it up."

Clashes between yaggers and college students became frequent. The *Echo* warned the students to avoid such encounters. "Do not demean yourselves by having anything to do with those whom you should regard as beneath your notice." To urge the students to "high hat" the town boys wasn't exactly the way to bring peace. Perhaps more to the point was a regulation of the Trustees,

posting the grounds with warnings against loafers. But flouting such notices, yaggers, according to the *Echo*, continued "to perambulate the campus, hang about the gym, and assemble on the baseball field, where they hoot insults at our players."

The first inkling of student government at Colby appeared in an *Echo* editorial on November 12, 1886, soon after the campus newspaper had changed from monthly to bi-weekly publication.

The tendency of the times is toward liberalism, which manifests itself not only in a widening curriculum with increased electives, but also in making the college government more of, by, and for the students, rather than against them. The college administration is no longer a despotic oligarchy, terrorizing by blind injustice, wholly irresponsible. Rather, it seeks to secure peace by consultation with and approval of the students. To make such consultations more efficient, college juries, senates, and conference committees have been established. Something of this sort is needed at Colby, to create better understanding between the governors and the governed.

This and other pleas bore fruit in 1888, when President Pepper proposed a Board of Conference as a step toward student participation in the internal government of the College. In July, 1889, the Trustees voted to set up such a board, consisting of a faculty committee made up of the President and two other members, and a student committee of ten members, of whom four were seniors, three juniors, two sophomores, and one a freshman. Each class elected its own representatives. The two committees met as a Conference Board. Their first act was to entrust the Student Committee with the maintenance of order in the dormitories and on the campus. The Conference Board proved an important asset in the administration of Dr. Pepper's successor, Albion Woodbury Small.

When Dr. Pepper left the presidency in 1889 he saw the College in much better circumstances than when he had assumed the office. The faculty had increased from nine to twelve members; the student body had grown from 124 to 153; and two generous benefactors, Gardner Colby and Abner Coburn, had each bequeathed more than \$100,000 to the College endowment. George Dana Boardman Pepper handed over a sound and vigorous college to his successor, Albion Woodbury Small.

When he left the presidential chair, Dr. Pepper had not seen the last of Colby. After a year of travel abroad, he accepted the pastorate of the Baptist Church at Saco, but in 1892 he was called back to Colby to head the new department of Biblical Literature. Dr. Pepper called the position a "Professorship of Holes," since its occupancy involved classes in Philosophy and Hebrew, as well as in Bible, and required the incumbent to direct administrative affairs in the absence of the President. His son-in-law, Professor Frederick Padelford, says that Dr. Pepper was thus Colby's first dean, although he never officially carried the title.<sup>5</sup>

In 1900, failing health made it necessary for him to leave his beloved task of teaching at the College. But that did not mean his abandonment of all teaching. Continuing their home in Waterville, both Dr. and Mrs. Pepper taught for another decade large classes of college students in the Baptist Sunday School. Feeling that his own constructive work was done, Dr. Pepper turned his attention to helping his wife with her many religious and civic interests. His last pub-



lic appearance was at the Colby Commencement dinner in 1912, when he was given a rising ovation. He died at his Waterville home on January 30, 1913.

He had been an able president, an inspiring teacher, a forceful preacher, a loving pastor and an exemplary friend of his fellow men. George Dana Boardman Pepper was a man decidedly worth his salt.

## CHAPTER XXIII

### *Janitor Sam*

**I**N the many issues of the *Colby Echo* published between its origin in 1874 and the summer of 1903 no name appears so often as does that of Samuel Osborne, the college janitor. During those twenty-nine years the college newspaper published more than three hundred items about Janitor Sam. Of the many men connected with Colby College during the last third of the nineteenth century, Sam Osborne was the best known, the best remembered and the best loved by students of that time. Presidents came and went, but Sam stayed on. Professors could dominate the classrooms, but Sam ruled the campus. When the students presented him with a gaudy cap, inscribed with the word "Janitor," Sam gleefully accepted it as a jeweled crown of regal status, although he needed no crown to wield his authority.

Samuel Osborne was more than a janitor. He was campus policeman, unofficial guidance officer, advisor alike to students and faculty, and above all a man of touching kindness. Although always paid only meager wages, scarcely sufficient to support his family, Sam was always doing something for others. As late as 1896, when he had been employed by the College for nearly thirty years, his annual income amounted to only \$480. For many years, on Thanksgiving Day, he and Mrs. Osborne had as dinner guests those Colby boys who could not go home for the holiday or were not invited to the homes of classmates.

Combining gullibility with a certain primitive shrewdness, Sam was the butt of many a student prank, but equally quick to detect the prankster. With a sense of humor that was jovial rather than witty, he was often dumbfounded when a listener couldn't see anything funny in one of his stories. Of course the students egged him on to pompous speeches filled with amusing malaprops. Of course they played jokes on him and hustled him over the campus on many a wild goose chase. But they relished his good nature, appreciated his personal sympathy, and respected his complete loyalty to the College. Sam could himself castigate the students for misdemeanors, but let any outsider criticize them and Sam would rise indignantly to their defense. They were *his* boys and no one outside the college family could say a word against them without hearing from Sam.

Samuel Osborne was a Negro slave whom the Civil War set free. He was never quite sure of his birthday. The Union officer who was his benefactor decided that Sam had been born on a plantation in King and Queen County, Virginia, some time in 1833. Though Sam's father and mother belonged to different masters, they were permitted to live and bring up their children in their



own cabin. When Sam was a small boy his master, Dr. William Welford, moved to Fredericksburg, at the same time buying Sam's mother so that the slave family might not be separated.

Sam's babyhood playmate was another slave child, Maria Iverson, whom the doctor had secured in an exchange for another slave baby. Both Sam and Maria were favorites of Dr. and Mrs. Welford, and both were allowed to play constantly with the Welford's two sons. When, at the age of twenty, Sam again moved with his master to Culpepper, Virginia, he married his childhood playmate Maria.

When the Civil War came, Dr. Welford felt he must disperse some of his slaves to prevent their capture by approaching Union troops. Sam's mother was sent farther south to the household of the Welford's married daughter, and Sam did not see her again until two years after the close of the war. Sam and Maria were kept on the Welford place in Culpepper, not only because the family was fond of both Negroes, but also because their service was valuable. Sam had been trained as a cook and Maria as a house maid. Neither ever worked as a field hand, and both had always been kindly treated. Though slaves, Sam and Maria Osborne never encountered a Simon Legree. For a time during the war Sam was placed as an overseer on the big Farley plantation near Danville, Virginia, close to the North Carolina border. There the Confederate President, Jefferson Davis, was a frequent guest.

When the Union Army invaded Danville, Sam was freed. On the recommendation of Mrs. Robert Withers, wife of the prominent Virginia Unionist who later served in the United States Senate, Sam was given a job as a servant in the office of the United States Provost Marshal in Danville. That officer was Colonel Stephen Fletcher, a graduate of Waterville College in the Class of 1859.

Colonel Fletcher took a liking to Sam and saw in the jovial Negro possibilities that ought to be given a chance not possible in the South. He therefore proposed to take Sam to New England. To find an opportunity for the colored man to settle and be gainfully employed, Colonel Fletcher turned to his college president, James T. Champlin. With the help of the Waterville Baptist Church arrangements were made for Sam to work on a section crew of the Maine Central Railroad, and Colonel Fletcher personally paid expenses of the Negro and two daughters to Waterville.

How Sam managed to care for the two girls, neither of whom was of school age, and at the same time work for the railroad for the six months before Maria joined him, has not been explained. In an account of Sam's life, published in the Colby *Echo* some dozen years before he finished his long service as the college janitor, it was stated that "he rented the college house which later served as a boarding house and stood at the north end of the campus."<sup>1</sup> The account suggests that Sam rented that house immediately after his arrival, because the preceding sentence reads, "Sam arrived on May 22, 1865." Perhaps Colonel and Mrs. Fletcher kept Sam and his daughters in their own home longer than has been supposed. Certainly some woman must have cared for the two little ones while Sam was at work. Anyhow, in November, 1865, Baptist friends contributed the necessary funds for Sam to return to Virginia and bring Maria and the baby daughter back with him to Waterville. He did more than that, for accompanying Sam on that November journey to Maine was his father who had been a slave for seventy-two years.

It was the father, not the son, who was first employed as janitor by the College. The old man served in that capacity for two years, until his death.

All that time he had almost daily help from Sam, during the hours when the younger man was not on duty with the railroad. In 1867 Sam left the Maine Central and took over his father's job as college janitor.

Before Sam came to Waterville, he was already a member of a Baptist church—a colored church at Culpepper, Virginia. Perhaps that is one point that attracted Colonel Fletcher to him, because the Colonel was a staunch Baptist. Of course, immediately upon his arrival in Waterville Sam attended the old college church that had been founded in 1818 by Jeremiah Chaplin. After Sam had been in Waterville a year, the Waterville Baptist Church spread upon its records the following vote:

June 30, 1866

Samuel Osborne is a colored brother who was baptized and for several years was a member of a Baptist church in Culpepper, Va. But the scattered state of the church, together with the unhappy state of feeling existing in the South toward their brothers in the North, rendering it impracticable to obtain a letter of dismissal, it was voted to receive Samuel Osborne into membership on his experience.

Except for a few very aged persons, too infirm to submit to baptism by immersion, the first person ever to be accepted into the Waterville Baptist Church by any method except baptism or letter of dismissal from another church was a former Negro slave, Samuel Osborne.

When Sam took up his janitorial duties the College had only three buildings, only sixty students, and only four persons on the faculty. In the very next year Memorial Hall was built, and a few years later came Coburn Hall, then the Gymnasium, and in 1889 the Shannon Laboratory and Observatory. When Sam ended his service in 1903, those seven buildings comprised his janitorial domain, for he had no duties connected with Ladies Hall or any of the other buildings owned by the College on the avenue between the campus and the Elmwood Hotel. At first Sam could easily do all the work, assisted by one or two students. As the number of buildings increased, and as central heating was introduced, there was more than Sam and a couple of students could do, but until after his death the College employed no second janitor. It simply increased the number of student sweepers and fire tenders. As late as President Roberts' time, in the second decade of the century, one janitor and a plumber comprised the entire full-time maintenance staff on the campus, although others were employed for buildings in the Women's Division down the street.

Soon after Sam's arrival a State Sunday School Convention was held in Waterville. As an added attraction the host church persuaded Sam to sing a solo. Like so many Negroes, he had a fine, rich voice; and he was a novelty, for most of the Maine folk who attended the convention had never seen a Negro, and even fewer had ever seen a Negro slave. To give full effect to the program, Sam was wrapped in an American flag before his voice burst forth in song. So thoroughly did he capture the audience that right on the spot a collection was taken to start a fund to bring his wife Maria to Waterville.

Negro marriages in slave days did not always have the benefit of clergy, and the strait-laced Waterville Baptists were suspicious about the validity of Sam's and Maria's marriage, though both husband and wife insisted it had been performed by a regular minister. Of course the Civil War had erased all official record of the event. So Sam and Maria agreed to have another ceremony



performed in Waterville, in the presence of President and Mrs. Champlin, Professor and Mrs. Charles Hamlin, Professor and Mrs. Samuel K. Smith, and other prominent citizens. It was soon afterward, as has been related in an earlier chapter, that the Hamlins legally adopted little Lulu, the baby whom Sam had left in Virginia with Maria when he first came to Waterville.

Sam had not been long in Maine when he became an enthusiastic member of the Waterville Lodge of Good Templars, the national society made up of men who crusaded for temperance and total abstinence in regard to intoxicating liquor, during the latter years of the nineteenth century as ardently as the women of the W.C.T.U. crusaded for it in the early years of the twentieth. In 1887 Sam was elected a delegate to the national convention of Good Templars in Richmond, Virginia. What a glorious day it must have been when Sam Osborne returned to the Old Dominion where he had once been a slave, now not only a free man, but a respected delegate from a state where white persons outnumbered those of his race by more than a thousand to one. The crowning event of Sam's career as a Good Templar came in 1902, when he was a delegate to the international convention of the order at Stockholm, Sweden. Sam was given the honor of being color-bearer of the American delegation, and he proudly carried the Stars and Stripes through the streets of the Swedish capital.

That same summer saw Dr. Frederick Padelford again in Waterville. He encountered Sam on the campus and conversed with him about the trip to Sweden. Knowing that Sam had been one of six Good Templars from six different races presented to the Swedish royal family, Dr. Padelford asked Sam if he had any conversation with those royal persons. "O, yes sah," replied Sam, "I talked to de princess." "What did she say to you, Sam?" "She say to me, 'Sam, how old be you?'" "What did you tell her?" "I said, 'Princess, dat's for you to find out. How ole be you?'"<sup>2</sup>

It has generally been believed that when Sam first came to Waterville he could neither read nor write. Dr. Padelford found reason to doubt that statement, although he agreed that Sam's learning could not have been very extensive. Dr. Padelford wrote: "Sam found warm friends in Dr. Welford's sons, and with them enjoyed some of the sports of boyhood. When the boys were old enough to be sent to school, Sam was moved with the desire to learn to read and write, and in pursuance of this end bought an old spelling book, which was purchased with money saved from selling rags. Many a long evening, after the other slaves had gone to bed, Sam pored over the mysteries of that book, stretched out before the cabin fire. It was slow work and Sam did not make much progress."<sup>3</sup>

It is probably that same spelling book that a writer in the Colby *Echo* had in mind when he stated that, after Sam's arrival in Waterville, he went to Sunday School with his spelling book in hand. However he learned, Sam certainly could read simple English and could write considerably more than his name before Dr. Padelford's own class of 1896 first knew the Negro janitor in their freshman year.

Sam had been only a short time in Waterville when he was encouraged to buy a house on Ash Street, the College taking a substantial mortgage on the property. At their annual meeting in 1881, the Trustees voted to add one hundred dollars a year to Sam's salary, "the same to be endorsed on the note held by the College against him." At that time Sam was paid the princely wage of \$300 a year. While Sam never saw any of the added \$100, it did help gradually to reduce his mortgage. When Sam died in 1904, the College paid the funeral expenses, and a month before his death the Trustees, expressing deep regret at his serious illness, canceled the mortgage note on his home.

Incidents connected with Sam's long tenure as janitor are numerous. The *Echo* gave the following account of Sam's annual entertainment of students at Thanksgiving dinner in 1890.

Sam gave his usual Thanksgiving dinner to the students who remained in town and were not otherwise provided for. The feast, like all that had preceded it, was a royal one. Sam was in his best mood. His jokes were good and his confidential remarks about professors and classes were well timed. He does not understand how Professor Rogers can swell a piece of steel by keeping it in an awful hot room. Sam says all his experience in machine shops shows him that the action of heat on steel is extremely slow. He says Professor Rogers burns more wood than all the other professors together.

The cap, with its big letters spelling out Janitor—Colby, was not the only bit of wearing apparel given to Sam Osborne by his "boys." In the early winter of 1890, a particular freshman became adept at defying the regulations laid down by the sophomores. Furthermore he led bands of freshmen in attacks on their supposed rulers of the Class of 1893. One night a barrage of rather aged eggs came through open sophomore windows. The sophomores, spotting a well-known freshman as chief perpetrator, kidnapped the fellow and spirited him off to a hideaway in Fairfield Center. After his captors finally dumped him into a snowbank and left him, the humiliated freshman made his early morning way back to the dormitory. Then, to the great surprise of the sophomores, the kidnap victim filed complaint with the Conference Board (the faculty-student committee set up to handle such matters), demanding payment for his torn overcoat. He exhibited the garment to the Board, pointing to a long rip in the back and a torn sleeve. The sophomores retorted that the Board, charged with control of campus and dormitories, had no jurisdiction in Fairfield Center. Their spokesman, who came from a town on the Maine coast, even applied the rule of sea, declaring that Fairfield Center was outside the three-mile limit. The Board held for the plaintiff, and every member of the sophomore class was charged 60 cents on his term bill. On the basis of that decision, the sophomores claimed possession of the overcoat, and the Board agreed. With great solemnity, in appropriate ceremony, the damaged coat was then presented to Janitor Sam, who wore it for a few weeks, despite the fact that he was a foot shorter than the original owner and the skirts of the coat dragged on the ground.

One of the most delightful recollections of Sam was held by Colby's distinguished woman graduate, Miss Louise Coburn of the Class of 1877, for she knew of Sam's activities and characteristics in his younger days. Sam had been in Waterville only eight years when Miss Coburn entered the College, and she had seen the jovial darkie even earlier, during her preparatory years at Coburn Classical Institute. Here is Miss Coburn's story.

The College authorities assigned to the women a room on the lower floor of Champlin Hall, where we could spend the forenoon study period. Here we could leave our heavy wraps and overshoes when we went to class. Here too we kept our Latin and Greek lexicons and grammars. Sam Osborne, the faithful janitor, kept the room clean and, in winter, saw that we had a fire in the little, air-tight stove. He often came when we were there, to feed the fire with another stick of wood. One morning he noticed a chair slumped down with two broken legs.



He asked us who had broken the chair. Of course we did not know. Sam then pompously informed us that, if he couldn't find the culprit, the expense of mending the chair would be charged on our own term bills as 'gin'ral repairs to ladies' chairs'. Thereupon one of our number confessed that she had broken the chair, and Sam departed in exulting satisfaction. So, whenever I think of Sam, I remember him as he stood waving his arms and shaking his head, and uttering repeated threats of 'gin'ral repairs on ladies' chairs.'

Because the students always called him "Professor Sam," the colored janitor came to consider himself quite on a par with the faculty, although he never altered his deferential attitude toward the legal members of that august body. At each commencement season, immediately after the senior ceremony known as "Last Chapel," it was necessary for "Professor Sam" to say goodbye to the departing seniors. Although there was always an element of burlesque about it and the seniors were still having fun with Sam, as they had through all their college days, many a hardened senior's eyes were moist as they listened to the little Negro.

On one spring day a freshman saw the colored janitor burning over the campus grass. "Sam," said the freshman, "that fire makes the ground almost as black as you are." Sam quickly replied, "Yes sah, an' in a few weeks the sun an' rain will make it as green as you are."

One day a senior asked Sam what he expected to do when he got to heaven. His reply was honest and genuine: "Ah'll just go on takin' care o' my Colby boys." "But suppose you don't get to heaven, Sam?" "Den I'll just take care ob a lot more o' my Colby boys."

One day a vagrant who had imbibed freely appeared on the campus near Coburn Hall. A student audience quickly assembled, while the stranger held forth on politics. The presidential election of 1888 was about to be held, and the inebriated fellow kept shouting again and again, "Rah for Grover Cleveland." Sam, who was a staunch Republican, heard the racket and ran wildly to the railroad station calling for "Mister Hill," the local constable. Before that worthy could be summoned, the fellow took warning and departed. When Sam was asked about it later, "What did I do with that Democrat? Why, I druv him off."

One Sunday afternoon in 1890 Sam's cow, which at the time was grazing back of Recitation Hall, somehow got into an empty room in North College. It was obvious that Bossy hadn't found that sanctuary without guidance. At the end of the afternoon Sam came down from his Ash Street home to take the cow up home, and nowhere on the campus was that cow. Gradually a crowd gathered about the bewildered janitor. Suspicion dawned upon him, but remembering that the day was Sunday, he felt called upon to mingle pious admonition with his plea for student sympathy. He said: "All you Christians better disperse to your rooms. I wouldn't sacrifice my character by being out in this crowd on a Sabbath afternoon. You seniors and juniors jes' set an example for the younger gemmen. Remember I am your frien'. I do not sleep if I think you will suffer. An' what do you do? I was settin' in my room to get a nap o' sleep when I hear you yellin'. I come right over, and now, gemmen, I wan' to know, where is my cow? That cow is the mos' val'ble thing I own. She is worth seventy-five dollars. You jes' show me where is my cow an' I won't tell President Small." After further extolling of his own virtues and reiterated assurance of his love for the boys, Sam was at last guided to the room where his cow stood

in silent, ruminating contemplation, and amid applause of the assembled students Sam led her triumphantly home.

Despite his gullibility, Sam was almost uncannily alert to the kind of pranks students were likely to repeat year after year. A group of boys would work into the small hours of the morning doing such things as spreading molasses on the chapel seats, removing all furniture from a classroom, or putting a load of hay into the library, only to their complete amazement go to the place just before chapel or class hour to find everything cleaned up and no evidence that anything unusual had happened.

Sam had a prodigious memory. He never failed to recognize a returning alumnus, regardless of how long the man had been graduated. Once some campus wag taught Sam to memorize a literal translation of the Funeral Oration of Pericles. That oration always caused trouble for students of freshman Greek when they encountered it each spring. So, year after year, Sam would at first sympathize with the struggling freshmen, then offer to help them. Since even freshmen had then been in college long enough to know that Sam's ability to read and write in English, to say nothing of Greek, was decidedly limited, one can imagine the surprise of such students when they saw Sam take the book and reel off a perfect translation. Sometimes a class was less surprised when one of them noticed that Sam was holding the book upside down.

During the college year of 1903-1904 Sam became seriously ill and at Commencement in late June it was apparent that the end was near. On the first day of July, in the little house on Ash Street, there sat beside Sam's bed the members of his family, the President of the College, and the Pastor of the Baptist Church. To his only son, Eddie, Sam committed the care of Maria in her declining years. Then with his dimming eyes sweeping around the room to all of them, family, President and pastor, Sam said his last "Good Night."

Years before, when Maria once asked Sam to attend to some work around the house, he agreed to do it but insisted there were things he must do at the College first. Maria said to him, "I s'pose if you were dead, you'd have to go to the College." Little did the kindly Negro woman know how prophetic were her words. In death Sam was indeed taken to the College, into the college chapel, where he was given a memorable funeral. Every newspaper in New England reported it. Every seat in the room was taken; chairs were placed in the aisles, and persons stood all around the room. President White and Pastor Whittemore paid simple, yet eloquent tributes to the old Negro. Said the *Portland Press*, "Perhaps no other man who was born a slave ever had the tribute paid to him which was paid by President White of Colby, who said, 'He was one whom we respected and loved. We respected him for his faithfulness and devotion to the College; we loved him for his gentle, warm and confiding nature. He has cared for the sick, chided the erring, and encouraged us all by his simple, pure, unaffected Christian character.' Probably no other black man born in slavery ever had a college president watch at his bedside and minister to him in his last moments. Probably none other was ever buried from a college chapel with the same president officiating, and with not only college students and faculty, but also a whole concourse of leading citizens attending to testify their appreciation of this simple, genuine colored gentleman."

Sam Osborne was such a thorough extrovert that it is easy for the historian to overlook the more shy and retiring Maria, his wife. But students of the time neither overlooked nor forgot the wonderfully kind woman whom they called "Mother Osborne." Her doughnut and cookie jars had their covers constantly



lifted in behalf of hungry boys, who often found their way from the campus to the Ash Street home. Dr. Padelford testified, "Maria was the very duchess of doughnuts and the princess of pies, and we hungry boys were always glad to pay homage to her cooking. Sam and Maria had raised a large family of affectionate, interesting children, and it was a pleasant sight to see them before the cheerful fire of an evening, with their happy children grouped about them. Many an evening did we spend there, listening to Sam's stories of his boyhood, or to reminiscences of the college days of men now grown gray and famous."<sup>4</sup>

Sam and Maria Osborne had eight children, six of them girls. One boy had died an infant in Virginia. Amelia was for several years the beloved and deeply respected housemother of the Delta Upsilon Fraternity. Marion, the only one of the children to receive a college degree, graduated from Colby in 1900, married D. G. Mathieson after serving several years as teacher and bookkeeper, then after her husband's death in Brooklyn, N. Y., returned to Waterville to live with her brother and sisters, her mother having died in 1913. Marion was a talented singer. Alice, the only child of the Osborne's still living when this chapter was written, was for many years office receptionist and secretary to Dr. Percy Merrill. Since Dr. Merrill was a prominent DU alumnus, Alice, like her sister Amelia, felt close to the Delta Upsilon Fraternity.

The one boy in the Osborne family was Edward S., born in 1873, eight years after his father and mother had come to Waterville. Every citizen of Waterville who frequented the Maine Central station knew and liked Eddie Osborne. For more than half a century Eddie was employed as an Express Messenger on Maine Central trains.

In the fall of 1893 Eddie Osborne entered Colby College, but decided he must leave and go to work after he had attended only one year. At Waterville High School, where he graduated in 1893, Eddie had been prominent on the baseball team, getting a state-wide reputation as a heavy hitter. He played on the championship Colby nine in the spring of 1894, and on the old diamond near Shannon Hall, in the home game against Bowdoin, Eddie hit the longest home run ever seen on those grounds.

It was when he left college in 1894 that Eddie at once went to work for the express company. In 1944, he was honored as the first Railway Express Messenger in the nation to receive the company's fifty-year medal, a gold pin studded with four diamonds. Edward S. Osborne died in 1956 at the age of 83, faithful and honored son of a faithful and honored father.

In all the annals of Colby history, one of its best remembered persons is an unschooled, naive colored man who was once a Southern slave. He deserves the fond remembrance, for Samuel Osborne was more than a faithful servant, more than a jolly teller of stories, more than a devout worshipper at the Baptist Church. Samuel Osborne was the Abou Ben Adhem of Colby—a friend to his fellow men.

## CHAPTER XXIV

### *The Great Coordinator*

CONVINCED that his health would not permit him to continue the heavy duties of the presidency, Dr. Pepper offered his resignation in 1889. In their statement of reluctant acceptance the Board said: "He leaves the College with a broader reputation and a grander equipment than when he entered the office. In his efforts to bring the College and the denomination into closer sympathy, he performed a work which was most fruitful. We note with pleasure the statement of a senior member of this Board, that of the several administrations he has known during his official connection with the College for forty years, none has been more satisfactory to the friends of Colby than has that of Dr. Pepper."

Again, as they had done in 1857 when they called James Champlin to the presidency, the Trustees turned to a member of the faculty. Dr. Pepper especially had been watching the intellectual growth of that man with interest and approval. The Lincolnesque clergyman felt easier in his decision to withdraw because he could confidently recommend as his successor the Professor of History, Albion Woodbury Small.

When he became Colby's ninth president, Small won several "firsts." He was the first Colby graduate to preside over the College. He was also the first son of a Colby graduate to be its president, his father being the noted Baptist leader, Dr. A. K. P. Small of the Class of 1849. He was also the first Colby president to hold the earned degree of Doctor of Philosophy. Finally, he was, up to that time, the youngest man to enter the presidential office, being but thirty-five years old in 1889.

Like his father, Albion Small had intended to make the ministry his career. Graduating from Colby as valedictorian of the Class of 1876, he had entered Newton Theological Institution and had earned then the B.D. degree in 1879. Even in college he had become interested in history and philosophy, although opportunity to study those subjects in depth was notoriously lacking. At Newton, despite the emphasis on theological studies, Small became increasingly interested in history, especially in its relation to political science. At that time, any man who sought advanced scholarly pursuits turned to the German universities. There a number of Colby teachers, including Professor Hall, had already preceded Small, when he sat at the feet of Europe's leading scholars at the universities of Berlin and Leipsic for more than a year. After traveling through several European countries and studying political economy at the Sorbonne, Small returned to the United States, having been absent for two years.

While he was still in Europe, the Trustees of Colby University had elected him to the institution's first professorship of History and Political Economy.



At a time when political economy was considered scarcely respectable as a college subject, Dr. Small made Colby students startlingly aware of the new and dynamic field of economics. The course that he introduced under the title of Political Economy was a blending of what would now be called economics, sociology, and political theory—all on a historical basis.

Albion Woodbury Small was a superior and determined scholar. He considered that the then rare Ph.D. degree was more than a label. He wanted the distinction of accomplishing the scholarly tasks that the degree demanded. Securing leave from his Colby position, he completed his doctoral work at Johns Hopkins in 1889, so that he was actually in Baltimore when the Colby Trustees elected him to the presidency.

Dr. Small never forgot his family background nor his training at Newton. Even after assuming the college presidency, he was in great demand as a preacher, and his advanced scholarship never interfered with his warm, personal approach from the pulpit. He remained a faithful Baptist and continued President Pepper's policy of cordial relations between the college and the denomination. His inaugural address as president accentuated, in its very title, his sound belief in the connection between education and religion. He spoke on "The Mission of the Denominational College."

There are philosophers who believe that knowledge begins and ends with the intellect. This college has always enlarged that view, has always taught that knowledge is frustrate if it is external to conscience. Nothing is known that seems unrelated to duty. Herein is justified the existence of this college. If all that the college communicated was the habit of correct thinking, if it initiated only unerring analysis and synthesis, we might well doubt whether it would be worth the cost. But the college stands for something better than that: the revelation that all upon which the mind works is the arena of duty, where every individual finds the sealed orders of personal obligation.<sup>1</sup>

Probably no denominational college has ever been entirely free from adverse criticism by die-hard conservatives in the denomination. Certainly such criticism assailed Colby almost from the earliest days. The regrettable quarrel between William King and Alford Richardson, which caused the loss of a valuable grant of land even before instruction had started, was occasioned quite as much by denominational feelings as by the political animosities of the time. Richardson led the group of conservative Baptists who resented the controlling influence on the Board of Trustees of such non-Baptists as William King and Timothy Bou-telle. There was thus a long history behind the words in Dr. Small's inaugural which dealt with Colby's direct relation to the Baptist denomination.

The character that Colby has developed as a denominational college is not wholly pleasing to its friends. To some the college seems not religious enough; to others it appears over-religious. While the majority of those who have controlled its interests have been members of one religious denomination, some of the most devoted friends of the college have been entirely disconnected with the founding denomination. It might seem prudent to treat this question with silence, and not pry too exactly into relations that had better be disguised. If, however, it is necessary for this college to seem something that it is not; if it is necessary for us to maintain a fiction to cover up actual differences; if, to support this college, it is necessary to profess in one presence an

identity of aim which in another presence we deny, I confess that I cannot be the administrator of such stifled hypocrisy. I do not believe that any evasions are demanded. I believe that the fidelity of Colby's friends is so sincere and so intelligent that it cannot be destroyed by distinct recognition of different motives for attachment. The college was born of a desire for religious and denominational culture. It has developed into a promoter of universal culture. It has not surrendered its denominational allegiance, but denominational education has proved to be larger than the founders dreamed. The respect of the world for a religious denomination is won not by the denomination's peculiarities, but by its universalities. This college is an exponent of the universal element in denominational character.<sup>2</sup>

One of Dr. Small's first acts as President was to preside at the dedication of the Shannon Physical Laboratory and Observatory. It is interesting that the man who presided over the college when physical science first won prominence was the man who first made social science respectable at Colby. The time had come when never again would the classical languages dominate the Colby curriculum. Of course the reaction went too far, as such movements usually do, and the mid-twentieth century has seen a healthy revival of Greek and Latin studies at Colby. If the humanities, especially in their dependence upon the classical languages, presented a lop-sided curriculum in the 1880's, the social sciences had tended to push both the sciences and the humanities into the background by 1950. It has been the task of Colby administrators for many years to lead faculties, whose members are absorbed in the importance of their own disciplines, into concerted efforts to maintain a balanced curriculum.

Albion Woodbury Small, though thoroughly trained in the new discipline of sociology, was a man of such broad understanding and such liberal convictions that he welcomed heartily the new emphasis upon science at Colby. He rejoiced that among its alumni the college had such a man as Richard Cutts Shannon, builder of railroads, competent engineer and master of finance, who had made it possible for Colby to have a fine, new building for physics and astronomy and an outstanding physicist like William A. Rogers to use it.

No sooner had the Trustees accepted Col. Shannon's gift in July, 1889, than work started immediately on the erection of the building. A year later, at the end of Small's first year as president, the structure was completed. Designed by Stevens and Cobb, architects of Portland, according to explicit directions of Professor Rogers, it had cost a little more than \$18,000. Col. Shannon had supplied \$15,000, and the balance was appropriated from current funds. From the report made by the Building Committee in 1890, we learn just how the expenditures were distributed.

Stevens & Cobb, Architects	\$ 350.00
J. & G. Philbrick, Contractors	15,025.00
Webber & Philbrick, Machinists	792.91
Learned & Brown, Plumbers	1,427.08
B. F. Sturtevant for Engine	400.00
W. B. Arnold & Co. for Hardware	251.76
C. H. Blunt, Carpenter	72.96
	<hr/>
	\$18,319.71



The man who was chiefly responsible for Col. Shannon's decision to provide funds for the new building was his Colby classmate, Edward Winslow Hall, librarian and professor of modern languages. During the spring vacation in 1889 Hall had visited Shannon in New York and had persuaded the Colonel to make the subsequent gift. It is to be noted, in passing, that Hall was naturally devoted to the humanities, but like Albion Small, valued the contribution of the sciences to education. In his final report to the Trustees, President Pepper said: "The building will be an ornament to the college campus, while its utility in serving the department both directly by its provision for class work and indirectly by its adaptation to the original physical investigations of Professor Rogers, cannot be over-estimated."

In the summer of 1889 the Colby *Echo* was able to supply its readers with a description of the new building that was going up north of the gymnasium.

The Shannon Physical laboratory and observatory will be located along the line of the river bank, about 125 feet north of the gymnasium and a little nearer the river. The dimensions are 68 by 40 feet. The outside dimensions of the tower are 20 by 18 feet. The height of the apex of the dome is 64 feet from the ground. While the principal object of the tower is to secure entrances to the building and afford independent support to the observatory dome, it is so designed as to add to the architectural appearance. There are two rooms in the tower which serve a useful purpose in connection with experimental work in photography and photometry. There is also a commodious waiting room with an outside balcony, which is situated directly beneath the room covered by the dome, and which can be kept at a comfortable temperature during the winter, without affecting the temperature of the observation room above. The dome, sixteen feet in diameter, will accommodate a telescope of ten-inch aperture. The present telescope has a diameter of 4½ inches, and no provision has yet been made for a larger one. The upper story of the main building consists of a large lecture room, conveniently arranged for laboratory work. There are also two adjoining rooms on the north side, one of which will be used for special investigations in physics by advanced students, and the other as a store-room for apparatus.

The first story consists of a single room, 56 by 30 by 16 feet, to accommodate experimental work in electricity, and for the special investigations in meteorology in which Professor Rogers is engaged. It is insulated by a brick wall, ten feet thick, which completely encloses the main room, leaving an air space between the inner and outer walls, two feet in width.

In the original plans an underground room with a clear height of ten feet was provided, but as the lowest bid for the building's construction, with that room, was \$16,000, it was found necessary to reduce that room to a single cellar, thus enabling a construction bid of \$15,025, awarded to the contractors J. and G. Philbrick. It will cost \$3,000 more to equip the building.

It is the present plan to light the building by means of a storage battery of fifty cells, giving forty lights of sixteen candle power. The charging of the cells will require the duty of a five horse power engine running about five hours twice a week. There will remain an abundance of surplus power for experimental work. By doubling the capacity of

the battery, all the recitation rooms of Champlin and Coburn halls can be lighted at little additional expense.<sup>3</sup>

In 1957, after the College had abandoned the old site on the bank of the Kennebec for the beautiful new plant on Mayflower Hill, the Shannon Building was demolished. Thanks to the alertness of the College Director of Public Relations, Richard Dyer, there was recovered the cornerstone box with its contents, which had reposed in the building for sixty-eight years. The box was found to contain the annual catalogue of the College for 1888-89; reports of the President and the faculty for the same year; the report of the Treasurer; printed copy of the charter and all subsequent acts and resolves affecting the College, up to 1875; the General Catalogue, listing all who had attended the College, up to 1887; four printed obituary records, 1822-70, 1870-73, 1873-77, and 1877-84; the Laws of Colby University, 1889; Services at the Laying of the Cornerstone of Memorial Hall, 1867; President Champlin's address at the fiftieth anniversary, 1870; the Colby *Oracle* for 1889; the Colby *Echo* for May 31, 1889; the annual report of the City of Waterville for 1889; the business card of the architects, Stevens and Cobb; a set of forms to be filled out by students concerning matriculation, absences, elective studies, etc.; the class schedule for the spring term of 1889; various blanks for ordering supplies and for use at the Library; and copies of the *Waterville Mail* for July 19, September 19, and September 20, 1889.

In the new building, dedicated in 1890, William A. Rogers brought the study of physics to marked distinction at Colby. Rogers was that rare combination of competent research scientist and inspiring teacher. Not only did he develop in his uniquely constructed laboratory the standard yard for the United States Bureau of Standards and arrive at notable conclusions affecting meteorological investigation for many years, but he also inspired a number of students to pursue graduate study in science, especially in the rapidly developing fields of mechanical and electrical engineering.

When Professor Rogers left Colby in 1897, to join the faculty of his favorite Seventh Day Advent College, at Alfred, N. Y., he made it clear that the research rooms in Shannon had not only been built according to his specifications but also that he regarded their construction as temporary. He wrote:

When the plans for the Shannon Building were drawn, I told the Building Committee I was sure the construction could be such that, when I should sever my own connection with the College, the part built especially for my accommodation could, with slight expense, be converted into recitation rooms, thus relieving the crowding of Champlin Hall. I now find that, by removing the inner walls of the equal temperature room, there can be made a spacious entrance hall and two large recitation rooms. There are in the walls of this room about 80,000 bricks which can be removed for fifty cents a thousand, and can, after cleaning, be sold for five dollars a thousand. Such sale will bring a sum sufficient to build partitions and put the two rooms in order, including the seating. The building can thus be converted to new use practically without cost.<sup>4</sup>

Rogers' research at Colby had indeed been impressive. First had been his measuring the heating effect of hot air and the heat generated by pure radiation from heated masses of matter in close proximity to small masses. The result of that research was an address before the physics section of the American Associa-



tion for the Advancement of Science on "Obscure Heat as an Agent Inducing Changes of Length in Metals under Air Contact."

Allied to the first problem had been Professor Rogers' successful use of an instrument invented by Professor Edward Morley of Adelbert College, to measure minute changes in length by counting the corresponding number of wave lengths of sodium light. At Rogers' invitation Morley had come to Waterville in 1891, had spent several weeks in the Shannon Laboratory with Rogers, and the two scientists together had shown the practical use of Morley's instrument. This resulted in an article by Rogers in the *Physical Review*.

Further investigation enabled Rogers to submit results to the National Academy of Science which had a distinct bearing upon the question of the amount of work done by solar radiation in heating the earth, and the way the heat which supports life is produced. Rogers' supreme accomplishment in this respect was his discovery of new methods of measuring minute changes in length due to minute changes in temperature. He succeeded in measuring changes as slight as one millionth of an inch. It was this mastery of minute measurement that enabled Rogers to perfect the standard yard.

Perhaps Albion Woodbury Small's greatest contribution as President was his establishment of a system of coordination rather than coeducation at Colby. In a later chapter devoted entirely to Women at Colby the full story of the Women's Division will be told. In this chapter a brief account of President Small's part in its development must suffice.

As a member of the college faculty, Small had been well aware that the admission of women had not been greeted with unanimous approval, and that powerful voices among the alumni were frequently raised in protest. As the number of women increased, both faculty and alumni became alarmed. Demands that the enrollment of women be stopped were made to the Trustees at every session.

In his inaugural address in 1890, President Small faced the issue squarely and courageously. He declared that Colby must soon decide whether it would be a college for men, for women, or for both sexes. He pointed out that, while in the nineteen years since women had been admitted, the percentage of their number in each class had ranged from one to nineteen percent, in a few years the number of entering women would probably equal the number of entering men. He praised the accomplishment of those women who had successfully braved the curriculum in a men's college, but he insisted the situation had never been satisfactory either to the women or to the men. He said:

There have been constraints and irritation which those who have looked on from a distance have never suspected. We know that it would be simply inviting calamity to allow the number of women to exceed the number of men. I regard the arrangement by which young women in our classes engage in direct personal competition with the men as temporary. It can be abolished by the simple expedient of admitting no more women, but that would be to repudiate the wise decision made in 1871. I see no plan, at once progressive and just, but to declare that within Colby University a women's college shall be founded; not an annex, not a subordinate school, but a company of women with the same claim as the men to the use of all facilities of the University; pursuing, so far as they may choose, the same courses of study as the men, but in no case entering into personal competition with the men for the honors which the University bestows.<sup>5</sup>

How could such a coordinate college be financed? Small declared that no more than an additional \$100,000 of endowment would found such a woman's college. "A hundred thousand dollars devoted to the endowment of a woman's college in Colby University will make it possible for us to offer a more symmetrical education to 200 men and 200 women than either can get in exclusive institutions. Here we should have the advantage of association between young men and women, with common intellectual and moral ideals, with none of the disadvantages that go with the competitive relation."

At the annual meeting of the Trustees in 1890, President Small presented a definite plan of coordination. It called for organizing within the University a college for young men and a coordinate college for women. Entrance requirements would be the same for both colleges. Beginning with the next entering class, freshman instruction would be separate, and as soon as income permitted would be separate throughout the college course, except for lectures. Many of the same faculty members would teach in both colleges, though such fields as physical education would require different instructors. Under an expansion of the already accepted elective system, courses more applicable to one sex than to the other could be introduced into the particular college concerned. As one of the most important features of the plan, Dr. Small announced that, under it, the members of the two colleges would be treated entirely separately in class organization, rank, prize contests, appointments and honors.

On June 30, 1890, the Trustees voted to accept President Small's plan for two coordinate colleges, to go into effect with the class entering in September, 1890. It was not a unanimous decision, the final vote being 16 to 5 for adoption of the plan.

Colby alumni are well aware that the conception of two distinct colleges under one university administration never completely materialized. What did occur was the establishment of two distinct divisions, with many separate classes in the freshman and sophomore years. Complete separation of instruction was never accomplished, and since 1875 there has never been a time when a majority of the classroom sessions did not contain both men and women students together.

The Colby catalogue for 1890-91 published the names in each of the three upper classes in alphabetical order regardless of sex, and the names of the freshmen in two separate lists: Freshman Class Gentlemen and Freshmen Class Ladies. Since 1894 every Colby catalogue has published separately the lists of men and women students. As will be told in more detail in a later chapter, Colby is now in fact a coeducational college, but in organization it still has the two coordinate divisions into which Dr. Small's intended two colleges gradually developed.

Even before Small became President, measures had been taken that seemed to show the acceptance of women in the college as a permanent policy. In 1886 the Trustees had authorized the purchase of the Bodfish property on College Street, as a dormitory for women students. The purchase price was \$5,550, in addition to which the College expended \$525 for furnishings. They sold the stable for \$125 with the provision that the buyer should move it away. The purchase was made from current funds, with the result that the Treasurer reported, "While the invested funds have lost the amount put into this property, the real estate used for college purposes has correspondingly increased.

The building received the name of Ladies' Hall and served as the principal dormitory for women until the building of Foss Hall, nearly twenty years later. It was then turned over to the Phi Delta Theta fraternity, who made it their home



until the removal to Mayflower Hill. Dr. Small was thus well aware that the previous administration had accepted the enrollment of women as permanent policy.

It also seemed best, in 1890, to increase the charges for dormitory rooms in the men's buildings. The new rate ranged from twelve to eighteen dollars a term for each occupant. The lowest rental was for body rooms on the first and fourth floors of either South College or North College, with fourteen dollars a term charged for similar rooms on the second and third floors. Corner rooms on the first and fourth floors brought sixteen dollars, while highest priced of all were the corner rooms on the second and third floors, at eighteen dollars. Since there were, in 1890, still three terms in the college year, a male student paid for room rent an amount ranging from \$36 to \$54 a year. Tuition was then \$60 a year, fuel \$15, light \$2.50, incidentals \$18, bringing the fees collected directly by the College to \$95.50. At that time the College operated no dining service for men, but boarding clubs, usually promoted by the fraternities, met that need at \$2.25 a week, or \$83.25 for the 37-week year. The catalogue for 1890-91 estimated total expenses at \$233.75 a year, allowing \$14 for room furnishings as the annual average for four years. The estimate also included \$15 for books, \$12 for washing, and \$5 for sundry expenses.

As assistance to students, in Small's first year as President, the College had seventy endowed scholarships amounting to \$76,322. The income from those scholarships, varying from \$36 to \$60 a year, was awarded to needy students who were "obedient to the laws of the college" and did not use liquor or tobacco, or frequent billiard rooms. There was a graduated scale of scholarship awards during a student's four years in College. Once a freshman had been selected for aid, he received \$36 for that year. As a sophomore he got \$45, in his junior year \$57, and as a senior \$60.

By 1890, the efforts of Horace Mann and other noted educators to make teaching a true profession had begun to bear fruit, and even the conservative faculty at Colby had come to admit that college students might be prepared for teaching in the academies and high schools by giving them something more than mere subject matter. In the years since 1890 the trend has been to the opposite extreme, with too much emphasis on methodology and too little on subject matter. But in 1890 there was indeed a well supported demand that teachers ought to know something about psychology, about the history of education, especially in the United States, and about accepted teaching methods. Although several members of his faculty did not approve, President Small urged the Board to authorize at least some experimentation with what he called "pedagogy." The Board agreed, with the result that Small engaged the part-time services of the Waterville Superintendent of Schools, William C. Crawford of the Class of 1882, to teach pedagogy to seniors in their final term.

A word should be said about student enrollment and size of the faculty during the Small administration. In the three college years from September, 1889, through June, 1892, the total annual enrollments were 153, 176, and 184. As President Small had predicted, the increase of women students was disproportionate to that of the men. In 1889-90 the women numbered 25; the next year there were 36, and in the third year 47. In President Small's last year, in fact, the number of men actually decreased from 140 to 137. Numbers of both men and women, however, increased appreciably over the enrollment during the previous administration, for the largest total registration in any year between 1882 and

1889 had been 129 in President Pepper's last year, when 113 men and 16 women had been enrolled.

In his three short years as President, Dr. Small was able to increase the faculty from twelve to fifteen. They included an assistant in Rhetoric to relieve Professor Smith, an instructor in Greek to absorb part of Professor Foster's heavy load, and an instructor in Modern Languages, in order to give Professor Hall more time for his library duties.

Under President Small, the Conference Board, which had been established by President Pepper, became an effective organization, settling without rancor several vexing cases of discipline and making improvements in student-faculty relations. In 1890-91 the three faculty members of the Board were President Small, Professor Warren and Professor Taylor. Of the student members, the four seniors were A. H. Chipman, G. A. Gorham, F. W. Johnson, A. T. Watson. The juniors were C. P. Barnes and L. Herrick; the sophomores were D. E. Bowman and W. E. Lombard; the freshman was V. M. Whitman. It will be noted that this was a board solely of the Men's Division, or what President Small persisted in calling the Men's College.

In 1891 the Colby *Echo* under Franklin Johnson's editorship, took a student poll of college needs. The result was that more than ten students named the following twelve needs: a lecture course by prominent visitors, a new chapel and art gallery, fellowships for graduate study, a course in oratory, better athletic spirit, better accommodations for the Y.M.C.A., a course in zoology and biology, a course in Biblical Literature, a course in political economy, a chemistry building, classroom ventilation, and a substantial library fund.<sup>6</sup>

Just before Small became President, Harvard's dynamic leader, Charles W. Eliot, had led a movement toward uniform entrance requirements among eastern colleges. The resulting commission centered its work at first on the subject of English, and agreed that some knowledge of literature as well as skill in writing should be required. They published annually a list of recommended books, which appeared in the catalogues of all the cooperating colleges. The commission had been created by vote of the New England Association of Colleges and Secondary Schools, and consisted of President Eliot, Professor Hitchcock of Amherst and Professor Poland of Brown. The next step was an attempt to unite the New England colleges in the establishment of a system of entrance examinations. The fourteen cooperating colleges were Amherst, Boston University, Bowdoin, Brown, Colby, Dartmouth, Harvard, Smith, Trinity, Tufts, Wellesley, Wesleyan, Williams, and Yale. The outcome was the establishment of the College Entrance Examination Board, which the smaller colleges were reluctant to enter at first. Bowdoin became a board member early, but did not use the Board's examinations exclusively until much later. Colby delayed its board membership until 1932, and until 1935 continued to use its own entrance examinations, although honoring those of the Board. For a quarter of a century Colby has now supported and participated in the outstanding work of the College Entrance Examination Board. For six years, Dean Marriner served on its general steering committee on examinations, and several members of the Colby faculty have served on various subject-matter committees.

Early in President Small's administration there arose protests against compulsory chapel. Spirited letters appeared in the *Echo*. Finally the President made a public announcement that the required chapel service would be continued, and in a carefully reasoned statement he told precisely why that decision had been reached. He pointed out that Colby owed its very existence to the Christian re-



ligion and had been generously supported as an institution of Christian culture. The daily chapel service was required as a necessary discharge of the trust committed by the founders and as testimony to the continuing conviction that the Christian religion contains the laws that harmonize all knowledge in the highest wisdom. He said that the students were at liberty to accept or reject the force of Christianity, but the College could not neglect to commend it to their candid reflection.

It was in Dr. Small's first presidential year, also, that public attention was first directed toward hazing at Colby. In stinging articles appearing week after week, the *Fairfield Journal* spread upon its pages the indignities to which freshmen were allegedly subjected down at the college in Waterville. That some fun with the freshmen was regular sophomore practice was freely admitted. In September, 1889, the *Echo* referred to the time-honored institution known as Bloody Monday Night, the freshmen's first Monday at the College.

Bloody Monday was ushered in with blast of trumpets and scurrying of feet in the darkness. A few timid freshmen hovered about the scenes of confusion, but more had obeyed the instructions, written in bloody letters beneath skull and crossbones, and had stayed in their rooms. Soon, amid strains of Phi Chi, '92 was making its first official call on '93. Freshmen responded meekly to the calls for speeches, delivering such classics as 'Little Drops of Water' and 'Mary Had a Little Lamb'. For a time all seemed quiet, then suddenly the sounds of war were heard. Fierce was the onset and many the deeds of valor. City water flowed freely and sophs fell in bloody grapple. The verdict may be partial, but '92 claimed the victory.<sup>7</sup>

The *Waterville Sentinel* came to the defense of the College, branding the accusations of excessive and injurious hazing as greatly exaggerated. Even the *Portland Press* took sides, saying "The stories of hazing at Colby are largely exaggerations. A freshman sometime ago received a pressing invitation from the sophomores to make a speech. That is all the hazing there has been."

Almost as gladly heralded as the coming of electric lights had been the opening of the horse-car line between Waterville and Fairfield in 1888. Why college students should want to go to that town where the newspaper gave them unfavorable publicity may need explanation, but we can only say that they did go there for many kinds of entertainment. A few years later, when the horses were replaced by electric power, and Amos Gerald opened an amusement park on an island in the Kennebec, opposite Fairfield Village, it was a popular resort for Colby students.

Never before in its history had Colby enjoyed such high quality in both faculty and students as it did during the presidency of Albion Woodbury Small. On the teaching staff were the nationally recognized scholars, William A. Rogers in physics and William S. Bayley in geology. To such outstanding teachers as Foster, Warren, Taylor and Elder, had been added three younger men who would win distinction: Anton Marquardt who would become Colby's beloved "Dutchy;" Shailer Mathews, who would later join both Small and Butler at the University of Chicago; Norman L. Bassett, prominent Maine jurist; and best remembered of all, Arthur J. Roberts, who would be Colby's thirteenth president.

Probably never again, as never before, will two future Colby presidents graduate in consecutive classes under the same leader. It was from the hands of

Albion Woodbury Small that diplomas were received by Arthur Roberts in 1890 and by Franklin Johnson in 1891.

Why did Dr. Small leave the Colby presidency after so short a tenure? It was at the behest of one of the greatest figures in American higher education. Encouraged by generous gifts from John D. Rockefeller, President William R. Harper was determined to bring to the University of Chicago a truly distinguished faculty. It speaks much for Colby that, within a few years, he had chosen Albion Woodbury Small to develop a new department of Sociology, Nathaniel Butler, Jr., as Dean of the Graduate School, and Shailer Mathews as Dean of the Divinity School. A bit later they were joined by a fourth Colby man, Franklin Johnson, as principal of the University of Chicago High School.

After he left Colby, Dr. Small did indeed achieve such fame that he came to be called the "Father of American Sociology." He founded the *American Journal of Sociology*, wrote several books, and many articles in both professional and popular journals. After Dr. Small's death his daughter, Mrs. Lina Small Harris, established at Colby the Albion Woodbury Small Prize for the best article each year written in the fields of economics and sociology.

Albion Woodbury Small indeed won his greatest fame as a sociologist, but to Colby men and women he should also be remembered as the great coordinator.





## CHAPTER XXV

### *The Youngest President*

WHEN President Small resigned, the Trustees turned again to a young man, but this time to one from outside the faculty. Their choice was the Reverend Beniah Longley Whitman, pastor of the Free Street Baptist Church in Portland. It was probably Dr. Pepper who guided that choice as chairman of the committee to nominate Dr. Small's successor. Pepper had a firm conviction that the administration of the college should be in young, energetic, progressive hands. His happy choice of Small as his own successor would naturally lead the Trustees to listen to him when the time came to choose another president.

Beniah Whitman comes close to being Colby's forgotten president. In half a century's close association with the college, this historian cannot recall hearing a single graduate ever mention the name of Whitman. Everyone remembered Small and Butler, but Whitman seemed to be a dimly recalled interlude between the two. The obvious conclusion that Whitman was not a successful president is, however, far from justified. He proved himself so able an administrator that he went from Colby to the head of a much larger college. His administration saw no major disciplinary incidents; indeed he extended the scope of the Conference Board to include the Women's Division. He cemented the relations of the College with the Baptist denomination, especially with its more conservative wing.

Why, then, is Beniah Whitman not better remembered? In the first place, he was not an inspiring teacher, because his thinking ran along abstract, rather than concrete lines. Albion Woodbury Small's inaugural address had been filled with concrete details about education at Colby College; Whitman's made no reference to the local situation. Entitled "Ideals in Education," Whitman's inaugural had for its theme that education should give to the individual emancipation, redemption, and possession. He talked about rescue from the dominion of sense, release from the bondage of fancy, deliverance from false authority, the need for inner compulsion, and consciousness of right relations with God. Everything he said was highly commendable, but the only examples, illustrations, or concrete statements in the whole address of thirty printed pages were limited to quotations from the classics.

Secondly, Whitman worked through organization rather than forceful personality. The accomplishments of his administration were cooperative efforts, and it was no simple task for a president to maintain harmony in a changing and growing faculty. The enrollment increased, finances improved, and the reputation of Colby, so rapidly advanced by President Small, was maintained; but it was all done by good organization, with President Whitman himself in the background.



Thirdly, Whitman was no innovator. He was not a reactionary, not opposed to new ideas, but he was more inclined to improve the operation of methods already established than to adopt new ones. He would never have proposed anything so radical as Small's coordinate system, but once it was established, Whitman would set his hands to making it work even more effectively than it had under his predecessor.

Instead of a dim interlude between the dynamic administrations under Small and Butler, the three years of Beniah Whitman's presidency should be considered a happy period of consolidation and confirmation of the spectacular changes made by Albion Woodbury Small. Without that interlude, affording the changing college a chance to catch its breath, Colby might have entered the twentieth century less strong and less sure of its mission.

Beniah L. Whitman was born in Wilmot, Nova Scotia, in 1862. Brilliant to the point of precocity, he was teaching a country school at the age of fifteen, when friends convinced him that he must go to college. Circumstances compelled him to let several more years elapse before he completed preparation at Worcester Academy and entered Brown University, from which he was graduated in 1887. Determined to become a Baptist minister, he took the full theological course at Newton, graduating in 1890, and immediately became pastor of the Free Street Baptist Church in Portland. When he was elected President of Colby University in 1892, Beniah Whitman was only thirty years old—the youngest man to hold that presidential office in a hundred and fifty years of Colby history.

Whitman's election had been worked out behind the scenes before the Trustees met in Portland on May 7, 1892, but perhaps never has the selection of another Colby president been decided in so short a time. The Chairman of the Board, Josiah Drummond, upon receiving Dr. Small's resignation on April second, had appointed a committee, headed by Dr. Pepper, "to take into consideration the resignation of President Small and report on a successor." When the Board met five weeks later in Portland, the committee recommended Beniah Whitman and he was unanimously elected at a salary of \$3,000 and house.

Both Pepper and Small had made it clear to the Trustees that no one man could efficiently perform all the duties expected of a Colby president. In fact Pepper's health had broken under the burden; and Small, though a younger man, had found that he could not give adequate attention to all the tasks. The Board had therefore authorized a committee to investigate the situation and make recommendations. As a result, at its annual meeting in June 1892, at the very Commencement when Whitman was inaugurated, the Trustees voted to relieve the President of service on the Prudential Committee, and they appointed Professor Hall to that place. The Preceptress of the "Women's Building" was to have complete oversight of the student residents there, and for such needs as supplies and repairs was to deal directly with the Prudential Committee. The President was no longer to issue excuses for absence from college exercises. That duty was now transferred to the Registrar for the men students and to the Preceptress for the women students. Finally, the Board agreed that at last the President should have an office on the campus. For seventy-four years Colby presidents had carried their office almost literally in their hats. The only way a student, faculty member, or janitor could consult the President was to go to his home, encounter him on the campus walks, or waylay him after one of his classes. Now at last, the President had an office in South College. But he still had no secretary and no typewriter. Letters went out from that office in the President's own hand.

In spite of increased endowment and notable physical expansion, the College had conducted its current operations with an annual deficit for seven years since 1885, and except for the slight surplus of \$250 in 1885 itself, there had been a constant stream of annual deficits for twenty-five years. In Whitman's first year receipts exceeded expenditures by a thousand dollars, and in his third and last year the surplus was \$2300. This was accomplished by careful budgeting. In Dr. Small's last year expenses had reached the highest total up to that time, \$40,307, while receipts, though also the highest yet known, were only \$35,324, leaving a deficit of \$4983. Some drastic cuts in Whitman's first year reduced expenses to \$35,416, while receipts went up to \$36,422. The Whitman administration, however, did see one year of deficit. In 1894, although receipts reached a peak of \$39,632, expenses shot up to \$42,158. Corrections were at once made so that in 1895 there was again a surplus.

For the operation of finances between 1892 and 1895, President Whitman was probably less responsible than was Professor Hall, the man who became the on-the-campus representative of the Prudential Committee. In 1894 the Committee was able to report, "So far as we are aware, the entire indebtedness of the College does not exceed twenty-five dollars."

President Whitman's three years were not an easy time to finance a college. Persons who remember the grim days of depression in the 1930's can understand something of what the Panic of 1893 meant to the economy at that time. In his final report to the Trustees in 1895, President Whitman said: "The continuance of business depression makes desired improvements impossible. With more favorable conditions, certain changes and developments are to be earnestly recommended. Until conditions are more favorable, however, it would be idle to think of them. Keeping in mind general business conditions, we have avoided every expenditure not imperatively needed."

The Trustees were faced with the problem of replacements and additions to the faculty without increasing the budget for salaries. In 1893 they determined that they had just \$23,000 to work with for salary payments. But the new co-ordinate system was going to prove costly. Professors Foster, Taylor and Warren had assumed extra loads for one year, but when sophomores, and to some extent juniors and seniors, should be placed in separate classes for men and women, additions to the staff would be imperative.

Professor Samuel K. Smith, who had been teaching Rhetoric at the College since 1850, ended his long teaching career in 1892. Professor Edward W. Hall, who had been teaching Modern Languages since 1866, desired to devote full time to his duties as Librarian. A special committee of the Board, appointed to investigate the salaries and duties of the faculty, decided that money could be saved by not appointing at once a Professor of Rhetoric, but let the young graduate, Arthur Roberts, take on the whole load as an instructor. The Board agreed, and that is the way the English situation continued until Roberts was made a professor in 1895.

As for Professor Hall, the committee could not face the expense of two high priced men in place of one. They agreed that Modern Languages demanded a professorship, but they felt if Hall were thus replaced, as he desired, the library ought to be cared for by "some young woman graduate of the college at a salary of \$700." But that would leave Professor Hall out in the cold, and the College owed far too much to his many years of devoted labor to permit any such action. He was therefore elected Librarian at a salary of \$1800. The Board decided to make temporary appointment of an instructor in Modern Languages, and Dr.



Anton Marquardt, a native of Germany then teaching at Watertown, Massachusetts, High School, was engaged with the understanding that he would, in a year or two, be replaced by a professor. The young German turned out to be so good a teacher that he stayed right on, and in 1896 he was made Associate Professor of Modern Languages, and in 1901 became Professor of German.

By some expert juggling, the Finance Committee not only made the adjustments to which we have just referred, but also added one instructor to the faculty, provided for a Preceptress of Women at \$350 a year, and added one hundred dollars each to the salaries of Foster, Taylor and Warren, while keeping the total salary budget within the allotted \$23,000.

If the finances of the college were pinched in the early 1890's by a national depression, so were those of the students and their families. President Whitman at once felt the full brunt of one last act of the Small administration—the advance in room rents. So persistent and so vigorous was the protest that in 1893 the Board voted to reduce the scale of room rents by two dollars in each category, making the range \$12 to \$16, instead of \$14 to \$18, per term.

As absurdly cheap as the cost of attending college was in 1893, wages were low, steady employment insecure, and credit exceedingly tight. Save for the modest help supplied by a scholarship, the student had to find about \$50 three times a year to pay charges directly to the college. Those charges included twenty dollars a term for tuition, an average of fifteen dollars for room, five dollars for use of library and gymnasium, and five dollars for "ordinary repairs, employment of janitor, monitors and bell ringer, copy of the college laws and annual catalogue, and expense of heating public rooms." On the spring bill was an additional charge of five dollars for "Commencement Dinner and Oration." On their final bill seniors had to pay five dollars for diploma and twenty-five cents for General Catalogue. Board cost \$2.50 a week for thirty-seven weeks, or \$92.50. Books, fuel for his room, light, washing, furniture, and incidentals came easily to \$55, so that a student had to plan on an overall expense of about \$300 a year.

As everyone who has ever attended college well knows, unexpected costs were always arising. Tucked away in small print in the 1894 catalogue were the words, "The procuring of music for exhibitions shall be left to the students, subject to the approval of the faculty; and the bills therefor shall not be included in the term bill, but shall be paid directly by the students."

When Beniah Whitman left the presidency, the faculty numbered fourteen, just as it had in his first year, but it was only continuance of the depression that caused to be left vacant, and so indicated in the catalogue, the professorship of rhetoric. Changes in personnel, however, had been significant. Smith and Foster had gone into retirement. In the latter's place had come Carleton Stetson, while young Arthur Roberts was working his way up to the position in rhetoric. Hall had discontinued all teaching, but still managed the library. Elder, Taylor, Warren, Rogers and Bayley were still on the job. J. William Black had replaced Shailer Mathews as Professor of History, and a snappy little German was already being called "Dutchy." Especially significant was the return to the College of George Dana Boardman Pepper as Professor of Biblical Literature.

In 1890, in response to student demand as shown by a number of articles in the *Echo*, the Trustees voted that, as soon as funds should warrant, a chair of Biblical Literature and Elementary Hebrew should be established, the former to embrace the literary characteristics of the Scriptures, and the latter to provide an amount of instruction in Hebrew equivalent to one term's study of that lan-

guage in any theological institution. The President was authorized to seek funds for such a department.

A plan was devised to raise money through the Baptist Young People's societies. The response was so gratifying that, a year later, eight thousand young people in Maine and Massachusetts churches had contributed \$800 in dime contributions. Though not enough to start the department, the amount was sufficiently encouraging to induce the Trustees to authorize the department's establishment as soon as a full thousand dollars a year should be assured for a period of five years.

At the annual meeting in June, 1892, the Board passed the following vote: "It being announced that \$800 a year had been guaranteed by friends of the College for a period of five years, toward the support of a chair of Biblical Literature, it is voted that the Trustees take the responsibility of procuring the additional \$200 per year to make good a salary of \$1000." They then proceeded to elect George Dana Boardman Pepper, their former president, Professor of Biblical Literature at a salary of \$1000 a year and house rent.

It is obvious that neither the Trustees nor Dr. Pepper intended the new professorship to be a full-time position. All regular professors at that time were paid at least \$1800 a year. Dr. Pepper, therefore, was not expected to carry a full load of classes. The important point, however, is that, when Beniah Whitman came to the presidency in the fall of 1892, he was accompanied on the faculty by the man who had not only been his predecessor in office, but had also been chairman of the trustee committee which chose Whitman as the new president.

Ever since the arrival of Professor Elder it had become increasingly evident that the facilities for chemistry in Coburn Hall were inadequate. The Examining Committee of the Trustees reported caustically in 1893:

Professor Elder's treatment at our hands would be little short of murder if it were not free from malice. Here is a man teaching analytical chemistry shut up in the same room with all the gases generated during the experiments. This has been going on for years, until Professor Elder is in such a state of health that he will soon be relieved, if not by us, then by the Angel of Death. This is the condition of one of the ablest and most devoted teachers in the University. We recommend that a suitable room for chemical analysis be provided forthwith, or that the Department of Chemistry be abolished.

After long discussion, the Trustees thought they saw a way to provide better facilities for Professor Elder. With sound Yankee thrift and in full cognizance of their responsibility for the preservation of trust funds, they refused to authorize the building of a new chemical laboratory, either as a separate structure or as an addition to Coburn Hall, if the only way to pay for it should be from the invested funds of the College. The Board agreed, however, that the College still held title to a substantial part of the land grant conferred by the Maine Legislature in 1861. The old Argyle lands, granted by Massachusetts in 1815, had some time ago been finally sold, but those two half-townships north of Caucomagog Lake, far in the Maine wilderness, were still owned by the College. It was estimated that sale of those lands should bring in about \$16,000. So the Trustees authorized a new survey of the tract and voted to apply the proceeds from its sale to the construction of a chemical laboratory. They authorized a committee



to secure plans for such a laboratory, either as an extension of the old one in Coburn Hall or as a separate building.

When, a year later, the land had not been sold, the Board authorized sale of stumpage. It was all very disappointing, especially to Professor Elder, who would have to wait three more years before Chemical Hall would be erected.

It was in President Whitman's administration that, for the first time, the college catalogue gave the residence address of each member of the Colby faculty. In 1960, when several faculty members lived as far away as ten miles from the campus, it was interesting to note how much nearer their predecessors lived sixty-five years earlier. Five of the fourteen teachers lived on College Avenue, then called College Street. The College had purchased the brick house at Number 33, formerly the home of Dr. Nathaniel Boutelle, and had turned it into the official presidential residence. Close by, on the same side of the street, lived Professor Bayley at Number 21, Professor Warren at 27, and Professor Taylor at 37. Across the street lived Professor Marquardt at 22 and Professor Foster at 28. On Elm Street, Instructor Bassett lived at Number 43, and Professor Elder had his home at Number 76, opposite the site of the present post office. Professor Hall's home was at 229 Main Street, just around the corner from Getchell Street. Two professors had residences on Appleton Street—Pepper near the corner at Number One, and Mathews at Number Seven. Professor Rogers occupied the house at 14 Union Street, while Professor Roberts lived at 58 Pleasant Street. All of the fourteen lived within half a mile of Memorial Hall.

It was in 1895 that Dr. Marquardt made to his German homeland a visit that Colby students were still hearing about many years later. It was on that visit that he purchased the famous stallion that he brought to Waterville with the intention of starting a stock farm on the Rice's Rips Road. The good doctor proved a stubborn and not very practical farmer, and he could never make ends meet with that extra-curricular enterprise. The President's report for 1895 tells how arrangements were made for "Dutchy" to go to Germany.

Dr. Marquardt has for many reasons felt anxious to revisit his home in Germany. After consultation with the Chairman of the Board, I assumed the responsibility of allowing Dr. Marquardt to close the work of his department in time to reach Kiel for the celebration that took place there in the latter part of June. The actual amount of work uncompleted was very small, as all the classes under his charge have cheerfully met the strain necessary to carry through the usual assignment of the term, thus making it possible to cover nearly the ground ordinarily covered. The character of Dr. Marquardt's teaching is too well known to admit of doubt as to the thoroughness of his results under whatever circumstances.

It had long been obvious that Dr. Marquardt could not continue indefinitely to carry the full load of all classes in German and French. To provide the needed assistance a brilliant young graduate of the Class of 1895, John Hedman, was induced to teach modern languages for the year 1895-96 at the absurd salary of \$375. He was given the title of assistant instructor.

The Board of Conference worked out full plans for its functions in the early 1890's. Its structure called for a faculty committee and a student committee. The student committee was given complete authority over ordinary misdemeanors. Concerning more serious offenses, either committee could "act as a grand jury to present charges on specific cases"; then the whole board "sat as a tribunal to consider each case." The penalties were based on a system of de-

merits, and the Board of Conference developed a regular schedule of specified demerits for particular offenses, as well as leaving the way open to impose an unspecified number of demerits in special instances. Five demerits resulted in presidential censure; ten placed the offender on probation; fifteen resulted in suspension. Suspension or expulsion could not be decreed, however, without action by the full Board. Damage to property was usually punished by fines rather than by demerits. Offenses over which the student committee had jurisdiction were spelled out in the revision of the College Laws, published in 1894.<sup>1</sup>

1. Maintenance of order upon the campus and within the dormitories is entrusted to the Student Committee of the Conference Board.
2. No student shall go out of the City of Waterville in term time without permission of the President.
3. No student shall enter the room of another student without permission.
4. No student shall be concerned in any combination to resist the laws of the College or to disturb its order.
5. No class meeting or assembly of students, for purposes at variance with the college laws, shall at any time be held.
6. No publications shall be issued by the students except by express permission of, and under regulations approved by the faculty.
7. Disorders and misdemeanors, against which no express provision is made in the laws, may be punished according to the nature and gravity of the offense.

In 1893 the Trustees voted to set up a similar Board of Conference for the Women's College.

One of the most important changes made while Whitman was President concerned the degree of Master of Arts. Almost since the foundation of the college, subsequent granting of that degree to graduates who entered the ministry, law, medicine, or teaching was almost automatic, without further college attendance or examination. The long-standing regulation read: "Every Bachelor of Arts, in three years after receiving the first degree, shall be entitled to the degree of Master of Arts, provided he furnish the Trustees with satisfactory testimonials to the purity of his moral character, and of proper advancement in the arts or in either of the learned professions." In 1893 the Trustees voted that, after 1896, the Master of Arts degree should be conferred only after the candidate had passed an examination following one year's study in residence or two years out of residence. Presenting the proposed change, President Whitman successfully argued that the time had come for Colby to get in line with the nation's leading universities, where further study and examination were required for the Master's degree.

It has been a distinct characteristic of Colby history that, while the College has seldom stood still, content with the status quo, changes have usually been made gradually in respect to curriculum. There has never been a spectacular Colby Plan—a curriculum which often looks better in print than it does in actual operation. What happened under President Whitman was a gradual, but significant extension of the elective system. In the fall of 1893, an elective was for the first time opened to sophomores. Freshmen still had required subjects, but instead of Greek, Latin, and Mathematics each meeting five, or even six times



a week, those three subjects met four times and French, hitherto never available to freshmen, was required of them three times a week. Elocution still came once a week, so that a freshman had sixteen required class meetings weekly.

In the fall and winter terms, sophomore subjects were also entirely required: Latin, Greek, and German, each with three meetings a week, English with five, and Elocution with one. It was only in the spring term that the sophomores had an elective, because then, in addition to the required subjects of German, Physics, and Botany, the student could choose as his fourth subject either Latin or Greek. The total of sophomore class sessions was fifteen each week.

For juniors and seniors, electives were greatly expanded over those of the 1880's. Juniors had only seven required hours in the fall term, two in Political Economy and five in Chemistry. The remaining eight hours could be chosen from Greek, German, English, Physics, Mathematics, and History. In the winter term the requirements of Political Economy and Physiology accounted for six hours; the remaining nine could come from choices among Latin, English, French, Physics, Mathematics, and History. The spring requirements were five hours in Biblical Literature and one in Elocution, with the remaining hours elected from Mineralogy, Chemistry, History, German, Greek, Mathematics, and English.

In the fall and winter terms, senior programs were much the same as for juniors. They too had six hours of required subjects and eight hours of electives. In the fall they had to take four hours of Psychology, one of Art, and one of Shakespeare, while their electives could come from Political Economy, French, New Testament, Logic, Optical Mineralogy, and Latin. The senior winter requirements were five hours of Ethics and one of Biblical Literature, while their opportunities for election were History, Political Science, Hebrew, German, Inorganic Geology, Greek, Art, Petrography, and Oratory.

It was in the spring term of the senior year that the elective system reached its climax. No subjects at all were then required. The senior simply selected fourteen hours from Sociology, Organic Geology, Astronomy, History, French, Hebrew, Latin, Oratory, and Art.

By 1895 the old system of oral examinations had been almost entirely abandoned, and with it had gone the final examination of each class as a unit, for all members of each class no longer took the same courses. There was still an examination in each subject, or as we would say today "each course," at the end of each of the three terms. The regulations governing examinations, printed in the College Laws, provided that for each course there should be a written examination three hours in length, except when the course met less frequently than four times a week, in which case the examination should be for two hours. The examination counted for one fifth of the term mark. Not only was eighty percent weight placed upon the work of the term preceding examination, but a student was forbidden to take the examination at all unless he had at that time "a rank of six on a scale of ten," or 60 percent. If a student not originally admitted to examination because of low mark succeeded, by whatever arrangement with the instructor, in raising his mark to six, he could take the examination at a later deficiency period. Such examinations on deficiencies, both for those who had failed the examination and those who had been denied the right to take it, were held on the first three days of each term and also at the same time as the term examinations. Only one opportunity was given to take a deficiency examination. After a second failure, the student must either repeat the course, if it was required, or repeat it or take another in its place if it was elective. The college officer who had charge of deficiency examinations was the Librarian.

The rule stated, "Each student intending to be examined on deficiencies shall report to the Librarian, on or before the first day of the term, the studies on which he is prepared."

Old Sam did as well as he could in those Whitman years to see that buildings and grounds were decently kept, but he was not given sufficient help. There were ten buildings<sup>2</sup> to be cared for, with eleven furnaces and fifteen stoves, besides all the sweeping and scrubbing. During 1894-95 a full-time man assisted Sam at a salary of \$315. President Whitman reported to the Board, somewhat sarcastically, that \$315 could have been saved by neglecting the walks and letting the campus run to grass.

Although there were no riots or other notorious disturbances during the Whitman presidency, student pranks by no means ceased. In 1893, invitations sent to the Mayor of Waterville, all members of the City Council, and many prominent citizens, to attend a reception at Ladies' Hall, proved to be faked. The plot was discovered before it had entirely matured and most of the guests were spared embarrassment which would have been exceeded only by that of the unprepared and unsuspecting hosts at Ladies' Hall.

The *Echo* one day announced that Miss Fannie Gallert had entertained a group of college girls at her home on Pleasant Street on Saturday evening, where entertainment consisted of progressive tiddly winks, with the prize going to Miss Carlton, '94.

In the fall of 1893 the *Echo* reported on an impulsive student gathering: "About 3:30 Tuesday morning our peaceful slumbers were broken by a series of yells that sounded like a Comanche raid. Inside of fifteen minutes every fellow in the bricks was outside, dressed more or less to suit the occasion, which turned out to be a fifty gallon keg of cider. Pails, pitchers, and every other kind of receptacle were brought forth to be filled with the sweet beverage, until in a few minutes there was left only the sorriest looking barrel ever seen in that sacred edifice, the reading room."

Football had made informal appearance on the campus in the late '80's, but it was not until 1892 that Colby formed a football association and put a team on the field. Even then the games were most informally reported. Of a game against Bates in the fall of 1893, the *Echo* carried a report of only four sentences: "The football game at Lewiston was a close contest. The excitement centered in the last part of the second half. Bates brought the ball to Colby's goal line, but was forced back. Brilliant rushes by Gray, Robinson, and Holmes resulted in a touchdown by Colby—the only score of the game."

In those days, of course, the College officially took no responsibility for athletics. Organization of teams, scheduling of games, provisions for equipment, payment of coaches, when any were employed, and all other expenses were the sole responsibility of the students. In 1893 there was not even a general Student Athletic Association, but a separate association for each sport—baseball, football, and the annual field day. When it became necessary to build a new fence around the field in 1894, it took some time to decide how the three associations should share in the cost.

In every town where a non-profit institution has a conspicuous amount of untaxed property, there are complaining taxpayers. It sometimes takes a crisis like the threatened moving of Colby to Augusta in the 1930's to arouse a community to the fact that such a tax-exempt institution is more of an asset than a liability to the town. Evidently talk about what the college was costing the city



in lost taxes was rife in 1893, because the *Echo* then published the following editorial.

Many might be surprised to learn that students at Colby contribute personally to the wealth of the city a sum amounting annually to fifty thousand dollars. This represents only the formal expenses of the students and does not include the money coming to the city from the college corporation, its offices and families. Add to this the money received by hotels and traders from visiting athletic clubs, returning alumni, and other visitors, and the total would approach a hundred thousand dollars. The majority of the townspeople appreciate this fact. There are others, however, who think they are making considerable sacrifice by allowing us to live in the same town with them. We gratefully note that these latter are fewer in number every year.

Following such a man as Albion W. Small, President Whitman felt keenly his lack of both teaching and administrative experience at college level. He determined to seek better preparation, and in 1894 he applied to the Trustees for a year's leave of absence for study. The Board approved, but Whitman never executed the plan. In the spring of 1895 he was approached in regard to the presidency of Columbian College in Washington. It was too alluring an offer to refuse, and at the annual meeting of the Colby Trustees on July first, President Whitman presented his resignation. The Board accepted it and appointed a committee under the chairmanship of Josiah Drummond to nominate a successor. Seeing small chance to have a new president in office when college reopened in September, the Board requested Dr. George D. B. Pepper to serve as Acting President until Whitman's successor had been chosen and installed.

So it came about that in three short years after it had started, the administration of Colby's youngest president came to an end.

## CHAPTER XXVI

### *The Man From Chicago*

NATHANIEL BUTLER, JR., was the man chosen to succeed Beniah Whitman, when the Colby Trustees held a special meeting in Portland on September 30, 1895. Already well and favorably known in circles of higher education, Butler was Director of the Extension Division of the University of Chicago when he was called to the Colby presidency. He had come especially to the attention of the Board at the commencement exercises a few months earlier.

In his annual report in 1894, President Whitman had suggested that due observance be given to the 75th anniversary of the College in 1895. A committee consisting of Dr. Crane and Dr. Hanson for the Trustees, and Wesley Dunn and Leslie Cornish for the alumni, decided to invite Nathaniel Butler, Jr., as the principal speaker. With a forward-looking address on higher education, he made such a favorable impression that the Board decided he was just the man to be the new president.

It has been pointed out in the preceding chapter that Albion Woodbury Small and Nathaniel Butler, Jr., are often thought of together when anyone recalls Colby in the 1890's. Indeed the two men had much in common. Both were the sons of Colby graduates; both had themselves graduated from Colby; both had left the ministry for a lifetime career in higher education; both had been selected by one of America's greatest university presidents, William Harper, to help him organize the University of Chicago. Butler was a bit older than Small, but they had known each other in undergraduate days, when Small was a Colby freshman in Butler's senior year.

The son of Nathaniel Butler, Sr., of the class of 1842, for thirty years a member of the Colby Trustees, Nathaniel Butler, Jr., was born at Eastport, Maine, in 1853. Graduating from Colby in 1873, he went immediately to Illinois, where he held successive administrative positions in the Ferry Hall Female College at Lake Forest, in Highland Hall College at Highland Park, and in the Yale School for Boys at Chicago. In 1884 he was ordained a Baptist minister, although he never completed a formal theological course. His first association with the University of Chicago was as Professor of Rhetoric and English Literature in 1884. After ten years in that chair, he was for three years Professor of Latin. In 1889 he went to the University of Illinois as Professor of English, but after three years he returned to the University of Chicago as Director of University Extension, the position he held when he accepted the Colby presidency in 1895.

It was February, 1896, before Dr. Butler could come to Waterville and assume active leadership of the College. It is interesting to note that he was not required to live in the college-owned house at 33 College Avenue. He was given the option of a salary of \$3000 and house, or \$3500 and furnish his own house.



He chose the latter, and during the early years of his administration lived at No. 25 College Avenue.

Like Albion W. Small, Dr. Butler was a cordial, friendly, out-going man, not at all the recluse scholar. He and Mrs. Butler made their home a frequent gathering place for faculty, students, and townspeople. One of their many cards of invitation, issued in 1896, read:

Mr. and Mrs. Nathaniel Butler will be at home informally the first Tuesday of each month from three until ten o'clock. You are cordially invited to be present and to assist in promoting the social life of the College.

25 College Avenue

Probably no man ever came to the Colby presidency with such a reputation as a student prankster as did Nathaniel Butler, Jr. He had been the student against whom charges had been brought, in Waterville court, for the burning of the old latrine known as Memorial Hall Junior—a story that has been related in an earlier chapter. Because of this and other pranks in which the fun-loving son of a sober Baptist minister was involved, it is possible that, in the dim growth of legend, some of his escapades were actually transferred to the more notorious Ben Butler of the Class of 1838.

Like every other college, Colby was always needing money, and like his immediate predecessors President Butler found it difficult to balance the annual budget. He was determined that endowment should be increased, that the growing number of women students should have adequate housing, and that the long-delayed chemistry building should be erected. To raise funds, Dr. Butler conceived of a plan to link town and gown together in closer cooperation. Ever since the founding of the College, frequent appeals had been made to local citizens for subscriptions in behalf of the institution, but never before had a proposal been made officially to the City, based on mutual benefit to both the College and the town.

The front page of the *Waterville Mail* for April 2, 1897, devoted three columns to the account of a meeting held in the City Hall, under the auspices of the Waterville Board of Trade. Dr. Butler told the gathering he was speaking not as President of the College, but as a citizen. He pointed out that the reputation of Waterville rested on two bases, education and industry, and that the removal of either element would be disastrous. With an uncanny sense of prophecy, he said, "If you should see Waterville liable to lose the College, you would have no trouble raising \$100,000 to keep it here." Thirty-five years later, that was exactly the amount that Waterville citizens pledged to prevent removal of the College to Augusta. After those prophetic words, President Butler got down to the job for which the meeting had been called. He said:

Colby ought to mean in Maine what Amherst and Williams mean in Massachusetts. I do not forget the splendid work Colby is already doing. She has no apologies to make. But we must look to the future by providing at once for the demands of a growing institution. Twenty-five years ago three men found themselves face to face with a similar situation. Gardner Colby, Abner Coburn, and J. Warren Merrill accepted the situation and by their generous gifts gave the College a new lease of vigorous life for a quarter of a century. Now we must meet the demands of a new quarter-century. We must speak frankly of our

needs: a chemical laboratory to cost \$50,000; a Department of Biology to cost another \$50,000, and a third \$50,000 for a ladies' dormitory, \$15,000 of which has already been pledged. The endowment of the College needs to be increased until the income shall be \$50,000 instead of \$35,000. All this may require five years to bring about. It ought not to require more. Once get started with one of these needs met and the satisfaction of the others will quickly follow.

The alumni are raising money for the chemical laboratory. The Baptist Education Society and a number of wealthy individuals have agreed to help, if a start can be made here at home. I am here to ask the citizens of Waterville to do now what was done twenty-five years ago. I ask you to help build this ladies' hall, a building that will stand, not on the college grounds, but on one of your principal streets. Remember that the building of this hall is a step in the growth of the City as well as of the College.

Frank Redington, chairman of the Board of Trade, urged support of the measure, "not for the intellectual and social aspects of the College, but for its financial benefit to the City." He wanted to see Colby grow for the sake of additional money it would bring into the town. Horace Purinton said the time had come to provide a building for the College with Waterville money. Mark Gallert recalled that in 1865 business in Waterville was languishing, and grass was growing in the streets. A big war debt threatened the taxpayers. Citizens bestirred themselves, and in those hard times raised \$40,000 for the Ticonic Water Power and Manufacturing Company, with results that were evident to all a quarter of a century later. "The time has now come," said Gallert, "to make Waterville one of the great educational centers of New England."

The religious affiliation of the College was discussed frankly. Everybody knew that it had been founded and fostered by the Baptists, and now its Baptist president was appealing for funds to local citizens of all religious faiths. Mayor Redington recalled a time when college and town were at enmity, and religious differences had been one cause of dissension. A professor at the College had referred to the "Holy Catholic Church," and was ousted from his job. Professor Edward Hall, who had been on the college staff for thirty years, explained that no religious discrimination had ever been shown at Colby. He stated that the College had \$100,000 of scholarship funds, and never a word was asked about the religious beliefs of students who received the benefits. Mayor Redington paid tribute to President Butler's religious liberality. "A college president liberal enough to preach in a Universalist pulpit and democratic enough to wear a slouch hat ought to have everything he wants, and I am in favor of giving him this much needed building."

It would make a fitting sequel if it could be recorded that Waterville raised the money for a women's dormitory, but such was not the case. Times were still hard; not yet had the nation recovered from the Panic of 1893. The best the Trustees could do, with Rev. C. E. Owen out in the field as a solicitor, was to get a little money toward a chemistry building and a slight increase in the endowment. To Butler's successor was left the task of getting the funds that finally gave the College its commodious residence for women, Foss Hall.

Under President Butler's leadership, the Trustees were determined to improve the entire situation of the college finances. Their Finance Committee was quite fed up with the annual deficits which continued to eat deeply into the invested funds. In 1896 that committee reported:



While we seek not to be pessimistic, we cannot conceal our alarm. A deficit of \$7000 in the last year is enough in itself to cause great apprehension. When we reflect that it is likely to be duplicated in the present year, it becomes extremely serious. Have we any moral right to use the principal of funds entrusted to us on the condition that we should use only the income? Not only does it cause our resources to shrink, but our moral nature as well to be submerged. Our only plea is one of necessity. We have no plan to offer other than to keep repeating the platitude that we must increase our resources or curtail our expenses. To turn back at the present moment would be disastrous, while to reach out with one hand for greater advances and not reach out with the other hand for greater resources would be unwise and foolish. The Treasurer's report shows that \$150,000 of the face value of our investments is not paying any interest. What part of this large sum will eventually be wholly lost it is now impossible to say, but at present no part of it can be considered surely safe. We must at once put on a vigorous campaign for increased resources.

The Trustees responded to the urgent plea of their Finance Committee by requesting the President "to devote as much time as possible in an attempt to interest persons of influence and means in the College," and by appointing a committee "to put on a campaign, employ agents, cooperate with the alumni in their efforts to secure a chemistry building, encourage the women in their efforts to secure funds for a dormitory, and seek measures to unify all endeavors to raise money for the College."

The committee worked out a unified campaign for their projects: the chemistry building, the women's dormitory, and increase in the general funds. Donors could give to the campaign as a whole, with each gift to be divided among the three projects, or a gift could be designated for any one of them.

The campaign did not go well. Money came in slowly, with the result that for the college year of 1897-98 another deficit was faced. To help meet that gloomy situation the Trustees voted that the salaries of all professors who received more than \$1800 should be reduced to that figure. The Board also voted that "the Prudential Committee state to Professor Hall the financial condition of the College, and ask him to perform his additional duties for that committee without compensation; and also to serve as the purchasing agent of the College without pay."

Thanks to a gift by Charles W. Kingsley of Cambridge, Massachusetts, the Trustees were able to decide, at a special meeting on February 17, 1898, to proceed at once to erect a chemical laboratory at an expense of \$30,000. For its day, Chemical Hall, opened in 1899, was a splendid building, with the best equipment for undergraduate courses in chemistry to be found in any small college. It provided a large lecture room with permanent seats, a spacious room for experiments in general chemistry, separate laboratories for qualitative analysis, quantitative analysis, organic, and physical divisions of the science—all on the first floor or in the basement. On the second floor were four classrooms, the President's office, and a faculty room. The latter was not a lounge, but a room with a long table, around which the faculty gathered for its weekly meeting. When the faculty outgrew the room and the College decided to employ a full-time registrar, it was made his office, and still later was divided into two offices for the Registrar and the Dean of Men.

Chemical Hall not only increased greatly the opportunities for science at Colby, it also relieved the general classroom congestion at Recitation Hall. Very

soon the two southern classrooms became known as the English and the Latin rooms; the northwest room was the Mathematics room, while the smaller northeast room behind the President's office held for several years the French classes conducted by Professor Hedman.

When the Trustees assembled in annual meeting in 1898, the Finance Committee was by no means content with the situation despite the fact that Chemical Hall was on its way to completion. Their report said:

The experience of the past year only confirms us in the opinion we gave a year ago that it was not wise nor businesslike to bank so largely on the future, or to expend large sums before they are collected. The Board decided otherwise and we yielded as gracefully as possible. Since the Board is apparently unwilling to reduce expenditures further, we can only report that prospective expenses for next year amount to \$40,400, while we can estimate only \$32,500 of income. If this situation continues, the end is bankruptcy.

President Butler refused to become a follower of the gloomy Cassandras. He insisted that new funds could be found, and indeed substantial money did come in before the close of his administration in 1901. It was a long time, however, before Colby College would ever operate for two consecutive years in the black. But, as subsequent chapters will record, the day finally did come when the Trustees were able not only to get enormously increased endowment, but also to restore to the invested funds every penny that had been used to pay the annual deficits of many years.

While anxious to save money wherever possible, the Prudential Committee took the long-headed view that the College must be alert to acquire adjacent property as opportunity arose. In 1896 they recommended:

It seems desirable that the College should become possessed of property on the east side of College Avenue, from the Bunker house up to the college campus. The houses within that territory do not often come on the market. If the College had not bought the Dr. Boutelle homestead when it did, it probably would have no other chance to acquire it for the next quarter of a century. We can now purchase the Bunker house for \$8000. We ask the Trustees whether it shall be so purchased and whether we shall sell the Palmer house on the west side of the Avenue, the young ladies in the Palmer house to be transferred to the Bunker house. The Bunker house could be retained in that way until a ladies' dormitory is built, and then it could be taken by one of the fraternities as a chapter house. If a system of chapter houses is to be established, it would be well to have them in a row on the east side of the Avenue. If the Palmer house is sold, the College will then own no real estate on the West side of the Avenue except the lot on which it is intended to build the Ladies' Hall.

In retrospect it matters not that the Trustees did not follow the advice of their Prudential Committee. In fact, they eventually acquired more property on the west than on the east side of College Avenue. The point to be remembered is that they were alert to the need of property along the Avenue as it became available.

For some time previous to the coming of President Butler there had been increasing demand for what was called "a course without Greek." That meant



that Colby should introduce a course culminating in a degree for which Greek should not be required either for admission or for graduation. To the die-hards of the conventional curriculum such a departure was unthinkable. Not to know Greek was to die in ignorance. Proficiency in Greek and Latin was the mark of a gentleman and a scholar. It should be noted that, as late as 1897, there was no suggestion that Latin be abandoned, either for admission or for graduation. Latin was taken for granted, but Greek had had its day as a vested interest.

Four times between 1893 and 1897 the Trustees refused to establish a "course without Greek." At last, in 1897, they gave in. To meet the situation they established the degree of Bachelor of Philosophy. Students ignorant of the tongue of Socrates and Aristotle must not have the revered degree of Bachelor of Arts, but a lesser mark of distinction. For a time that inferior designation, Ph. B., was stamped on the graduates of many colleges, but it gradually fell into disrepute, and after a few years it disappeared at Colby.

For the "course without Greek leading to the degree of Ph. B." the Board set up the following provisions:

In place of three years of Greek now required for entrance, there shall be substituted two years of French, one of German, and one of Elementary Physiology, for candidates for the Ph. B. degree. No candidate for this course is to be received on certificate, entrance examinations being required in every case.

In the first college year, candidates for the Ph. B. degree shall pursue three terms of Latin, Mathematics, and English, and one term each of Logic, Science, and French. In the sophomore year, they shall pursue two terms each of Latin, German, and English, and one term of History. In the winter term they shall choose one subject from English, Mathematics, and History; in the spring term one from English, Mathematics, Botany, and Latin. In the junior and senior years the requirements shall be the same as for the A. B. degree.

Worthy of note is the fact that at the three independent colleges in Maine—Bates, Bowdoin, and Colby—it was not recognition of the sciences, but the overemphasis upon the classics, which gave impetus to the teaching of modern foreign languages in the Maine secondary schools. Sincere feeling that too much time was being spent on Latin and Greek led to persistent demand that less attention be paid to the latter, until the question had to be faced: why demand it at all? Abandonment of Greek as an entrance requirement paved the way for the high schools to offer recognized work in French and German in place of the second classical language. It would be many years before Latin would be subjected to a similar but less victorious attack.

While the new course toward the Ph. B. degree was increasing the need for modern language study, the Trustees, in their eagerness to make financial retrenchment, came very near to taking reactionary and lamentable action. Someone suggested that one way to save money would be to restrict the modern language offerings to what one man could teach. Let the relatively low paid John Hedman do all that teaching and release the more expensive Dr. Marquardt. After the lapse of sixty years, it is impossible to tell whether there was more behind this suggestion than appears in the cold records. Professor Marquardt was by no means a gentle soul; his verbal explosions had become proverbial.

Perhaps he got in someone's hair—someone in the upper echelons. It is equally possible that no personal animus was involved, that indeed the only motive was to save money.

At the annual meeting in 1897, the Trustees voted that "Professor Marquardt's connection with this college as instructor shall be terminated January 1, 1898, and that the President is authorized to accept his resignation if it is offered before that date." By the time of the mid-winter meeting in February, 1898, when Marquardt had already been continued beyond the January first deadline, it was voted, "The sense of the Board is that Professor Marquardt should be continued another year."

In June, 1898, the Board voted that "Dr. Marquardt, Mr. Hedman, and Mr. Hitchings be continued in their present offices for another year." That was the last ever heard of the matter. In 1899 Dr. Marquardt was not reelected; he just stayed on. As salaries were voted, his name was annually included with all the other professors, and by the time President Butler's administration closed, everyone had forgotten that Colby came near to losing the now fondly remembered "Dutchy."

In the middle of the twentieth century, when one often hears the remark that the best knowledge and the worst teaching, at any rung of the educational ladder, can be found in the colleges, it is worth noting that as long ago as 1896 the Colby Trustees were aware that a professor ought to know how as well as what to teach. Their Examining Committee recommended:

When a young man is employed as an instructor, he should be appointed a year in advance, and on the condition that he spend the intervening year in the study of the theory of education and educational methods. We cannot afford to educate our professors by the expensive method of abusing the students on account of the ignorance and incompetency of those who have given no attention to professional study of pedagogy.

That same Examining Committee did, however, have a good word to say for much of the instruction which they observed at Colby.

We noted a genial, kindly sympathy between professors and students. The professors generally did not hesitate to enliven the recitations by a mild introduction of the ludicrous on proper occasions. This seemed a decided improvement on old times. Occurring under the influence of scholarly professors, it is not likely to develop into crudeness and coarseness. We believe the education given to students at Colby today is superior to that of former times.

On June 27, 1898, the Trustees voted to petition the Maine Legislature for a change in the name of the institution from Colby University to Colby College. That action was taken at the urgent request of President Butler, whose connection with one of America's leading universities enabled him to see how far from a real university Colby then was or was ever likely to be. It is chiefly to Nathaniel Butler, Jr., that the modern big family of Colby men and women owes the wise decision of 1898 to declare this college solely an undergraduate college of liberal arts. To that decision, from which, despite repeated temptation, deviation has not been made, Colby owes much of its present distinction. The Legislature granted the petition, and on January 25, 1899, the institution obtained the



name by which it has now been known for more than sixty years—Colby College. (See Appendix O.)

In the fall of 1896 was appointed the first Dean of Women. Originally no special attention had been given to the girls, the President being directly responsible for their welfare. With the opening of Ladies' Hall a woman had been placed in charge as resident matron, but she had no academic qualifications. When Palmer House was added as a second dormitory for women, a preceptress or sort of head matron was named, and we have already noted that she was given authority over excuses and other matters connected with the academic work. Believing that the time had come for a qualified Dean of Women, President Butler secured the appointment of Mary Anna Sawtelle, who in addition to being Dean of Women was also designated as Associate Professor of French in the Women's College. In his annual report in 1897, President Butler said:

The appointment of Miss Sawtelle to be the Dean of the Women's College has been followed by the best results. There has been a sharper differentiation of the two colleges, to the distinct advantage of each. This differentiation was begun, as you know, by your adoption of President Small's plan of coordination. To the superficial observer it is not at once apparent in what respect coordination differs from coeducation. That point is made clear in the report of the Dean. I am satisfied that a still wider differentiation is desirable. As the women undergraduates and the alumnae become more numerous, the interests which each has apart from the other become more noticeable. This wholesome distinction has been emphasized by the administration of our efficient Dean, and the special interests of the Women's College will be greatly promoted by the erection of the Women's Hall.

In her own report, Dean Sawtelle explained how the system at Colby actually worked.

The method of affiliation of the two colleges of Colby University resembles that of Radcliffe to Harvard, or of Barnard to Columbia. It is coordination so far as competition is concerned, men and women never competing for prizes or rank. It is coordination in that the students of the two colleges do not meet in the classroom except in the elective work of junior and senior years. Library, laboratory, and gymnasium privileges are open to all on equal terms, and the same degree is conferred upon all graduates.

Although quite different from the three great wars in effect upon the College, the Spanish-American War of 1898 did not pass unrecognized at Colby. No sooner had war been declared than President Butler announced that to any senior who regarded it as his duty to enlist the diploma would be granted without the formalities of examinations or graduation, and that members of lower classes who left college for the service would have their absences excused. When it came time for the President to issue his annual report in June, the prospect was for a short war. Hence President Butler said:

We have been satisfied that thus far actual enlistment of our students has been unnecessary and would have been premature. This may cease to be true any day, but to date any general movement that would draw away a considerable number of our students into camp would be a de-

plorable mistake. These young men are not yet needed. The best service that college men can render to their country at present is to watch events, keep intelligently informed, avail themselves of every means of forming right opinion, and meanwhile keep about the work immediately in hand, namely the development of trained intelligence and personal power. America expects every man to do his duty, and for most of us it is true that duty confronts us just where we are.<sup>1</sup>

In 1898 Colby was considered to be primarily a college for Maine students. To be sure, it had always had a number of students from Massachusetts and a scattering few from other states. When another quarter of a century has elapsed, not even a majority of the students would hold residence in Maine, and within half a century Colby would have achieved the reputation of a national rather than a provincial college. But so intrenched was the provincial aspect of all the smaller colleges in the nation, sixty years ago, that even as widely experienced an educator as Nathaniel Butler, Jr., looked upon Colby as distinctly a Maine college. In his report to the Trustees in 1897 he wrote:

Our college is serving only a very small percentage of those who should be under her influence. The proportion of young men and women in Maine who seek a college education is lamentably small. There are in Maine many hundreds of young people who should, but do not, pass on to college. I would not lower the entrance requirements. By all means let us keep them as exacting as ever. But the colleges of Maine have their own peculiar field. They ought to serve that field as completely as the colleges of other regions serve theirs. As far and as fast as we can, we should adapt our entrance requirements and our courses of study so as to attract not only the admirable class who already come to us, but also a large number of young men and women whose character, abilities and training are equal, though not always identical, with those now in our classes. To do this we do not need to give up Colby's aim to be a college of liberal arts. Within the concept of the liberal arts there is room for difference.<sup>2</sup>

Despite the firm decision that Colby should remain a college of liberal arts, suggestions were constantly being made for expansion. The Trustees looked with some concern on what already seemed an excessive proliferation of subject offerings, although the number of those offerings was very modest compared with what it would be a half-century later. Whenever, in those earlier days, the trustee records used the term "courses," it meant the total curriculum culminating in a given degree. Such courses were then two in number: the old classical course leading to the A. B. and the new "course without Greek" leading to the Ph. B. In 1899 the Trustees passed the following vote:

So far as the courses are concerned, it is the sense of this Board that our present system, as recently adopted, affords an excellent curriculum, and that we must bear in mind the necessary limitations caused by limited number of faculty. Furthermore, we do not think it any part of our duty to attempt to do the work of the law school or the medical school, and we would hesitate to recommend the adoption of elective courses preliminary to graduate courses in those schools.

In 1900 the maximum salary of a Colby professor still remained at \$1800. Eight men received that amount: Hall, Elder, Taylor, Warren, Bartley, Stetson,



Black, and Roberts. Marquardt was paid \$1500, and Gordon Hull, the new Associate Professor of Physics, got \$1400. Dr. Pepper, for part-time teaching, received \$1300. Miss Mathews was paid \$850 and board; and Angus Frew, the Instructor in Gymnastics, got \$700. While John Hedman was in Europe, his substitute was paid \$500 for the full year's teaching, a hundred dollars less than was paid Percival Bonney for his part-time services as Treasurer of the College.

In 1889, for the first time, the Trustees set up an investment committee, independent of its long standing Committee on Finance. That committee, headed by Gardner Colby's son, Joseph Lincoln Colby, was charged with the responsibility of investing all permanent funds of the corporation, to advise upon the sale of securities when deemed necessary, and to have general charge and oversight of all securities belonging to the corporation. The Trustees considered such a committee necessary because of what had been happening to some of the investments. No less than \$20,000 of bonds of the Globe Company had just been charged off as worthless, and at least \$50,000 of other securities were considered in danger, as they had paid no dividends for several years. It was hoped that more careful oversight by a special committee would lead to more prudent investment.

By 1900 the need of additional rooms for women had become so pressing that, in addition to filling Ladies' Hall and Palmer House, the house formerly occupied by Professor Mathews on Appleton Street was leased as a women's dormitory, with the occupants being fed at Ladies' Hall.

One difficulty that confronted the Butler administration was the inability to replace leading scholars who left the faculty with men of equal promise. This was especially true in respect to Physics. Gordon Hull, who was Rogers' immediate successor, stayed only two years; William Drisko lasted but one year; and the next man, Clark Wells Chamberlain, left before his first year was finished. It would be many years before the Department of Physics would even approach the reputation it had enjoyed under Rogers.

Shailer Mathews resigned as Professor of History in 1894, and went on to a distinguished career as Dean of the Divinity School of the University of Chicago. He was immediately succeeded by J. William Black, who remained at Colby for 30 years, until he went to Union College in 1924. Dr. Black was a competent teacher and the best classroom lecturer on the faculty. He rendered long, faithful service to Colby, but he was not the productive scholar that both of his predecessors, Small and Mathews, had been. History continued to be well taught at Colby, but the department did not regain its former distinction until the coming of Dr. William J. Wilkinson in 1924. The situation in modern foreign languages was also allowed to drift. To be sure, the brilliant, foreign trained scholar, Edward W. Hall, was still on the faculty, but had given up his teaching of French and German. Two young men, Anton Marquardt and John Hedman, were coming along well, but neither had the taste for writing that frequently enabled Professor Hall to be in print in one or another of the professional journals. What was happening at Colby during the 1890's, without anyone so intending, was that it was becoming more provincial rather than less so. When President Butler himself resigned, to return to Chicago, in 1901, there was left on the faculty scarcely a man who was known to men in his field in the great universities or who was ever heard at meetings of the learned societies. The one outstanding exception was Professor Bayley, but even he never attained quite the fame enjoyed by Charles Hamlin and William Rogers.

Lest this judgment seem too harsh, let it be recalled that those small colleges of liberal arts that have achieved and maintained distinction have been colleges whose faculties have shown a happy blending of teaching and research. Certainly it is the first duty of a faculty member to teach. If he is not a competent teacher, there is no place for him in a small college. But every teacher's classroom work is enlivened and enriched if he can carry on some persistent investigation, however modest, in his chosen field. Colby alumni can rejoice that teaching continued to be sound and good even though the College lost such scholars as Small, Mathews, Rogers, and Butler, but they can lament the fact that with the passing of those men the College lost for some time its reputation as a place of productive scholarship. This is not to cast reflection on the faithful, devoted teachers who succeeded the brilliant scholars. Those successors did just what they were employed to do—teach undergraduate men and women. If the coming to Colby of men like Small and Mathews and Rogers had indeed been accidental, because they too were employed to teach, it is regrettable that along with their faithful, teaching successors accident could not have added two or three with the same talents for productive research. Colby has always needed both kinds of men.

In 1889, a new schedule of recitations went into effect. The old, rigid adherence to three classes each day, at 8:00, 11:30, and 4:30, had long ago been encroached upon by classes thrown in at odd hours. That had made the situation so chaotic that, effective in the fall of 1899, a new schedule sought to utilize the whole day. Electives had now become so common that very few persons could be found in any one of the four college classes who took the same subjects. Under the new plan recitations were held by distribution of the various classes in the many different subjects over four periods extending through the mornings of six days a week. Those classes met at 8:00, 9:30, 10:30, and 11:30. The time from 9:00 to 9:20 was reserved for daily chapel. Afternoon classes met at 2:00, 3:00, and 4:00, on Monday, Tuesday, Thursday, and Friday. There were no classes on Wednesday and Saturday afternoons.

In 1900, President Butler inaugurated the first formal advisory system. He assigned each student in college to some member of the faculty as advisor. Announcing the plan, the President said: "Wherever practicable, the student will be assigned with special reference to the calling which he proposes to follow after graduation. The advisor is expected to discover the qualifications and needs of the students under his charge and to keep himself informed of their intellectual, physical and moral welfare. At least one week before examinations in each term the student shall present his proposed electives for the following term to his advisor for approval."

The 1890's saw all over America the rising popularity of the safety bicycle. The original bicycle with its huge front wheel and its tiny wheel behind, was anything but safe. In 1895 the Colby Athletic Association combined with the Waterville Bicycle Club to hold the community's first bicycle meet on the new cinder track at the College. The *Echo* reported: "It was one of the finest days of the fall, yet only a fair crowd attended. However, more than enough money to pay expenses was taken in, as many of the prizes were contributed by business firms. Drew Harthorn won the one-mile race, and Ernest Pratt took the honors in the five-mile."

Who do you suppose promoted that bicycle meet? None other than a member of the faculty, Professor Bayley, geologist and natural historian.



President Butler had been at the helm for only two years when the *Echo* published an editorial in praise of Colby's progress under his guidance. But the editorial said nothing about funds for endowment or the prospective chemistry building, or the expanding influence of the Board of Conference, or of any other of a dozen achievements mentioned earlier in this chapter. It throws light on student opinion to observe what the *Echo* pointed out as worthy of praise.

Every lover of Colby rejoices at the progressive step that she is now taking under the vigorous administration of President Butler. Advancement has been made in every department of energy and thought. The football season has been a great success. The prospects for baseball are good, and next spring should see the pennant brought back to its old home. Last year we were forcibly reminded that we were very weak in the art of debate. However our defeat then was our Bull Run, not our Waterloo. Considerable interest is now manifested in debate, and Professor Roberts is requiring attention to it in his rhetoric class. Colby is adequately provided with so-called literary societies, but the rivalry is not sharp enough to arouse the effort needed to make debating champions.<sup>3</sup>

What started out as praise for the Butler administration thus turned into an attempt to arouse would-be debaters out of their lethargy.

When the Trustees met for their annual meeting in June, 1901, President Butler submitted his resignation. He could resist no longer the persistent urging of President Harper that he return to the University of Chicago. Reporting to the Board on his final year as their president, Nathaniel Butler said:

As I leave this office, my love for the college and my confidence in its future are in no degree diminished. I have good reason to regard this college with love and confidence. My grandfather was one of its Board of Trustees; my father was one of its alumni and trustees; my own college life was spent in its halls, and one of my sons is now among its undergraduates. The intimate relation you have permitted me to sustain with the College during the past six years has a thousand-fold strengthened these peculiar ties. I shall always stand ready to render Colby College my best service.

Much had indeed been accomplished for Colby in those short six years. The misnomer of university had been replaced by the proper designation of college. A fine new chemistry building had been built. Steam heat, electric lighting and modern plumbing had been installed in the dormitories. A competent, trained dean now headed the Women's Division, and a new dormitory for women was in sight. The College finances, slowly recovering from the Panic of 1893, were much improved. Enrollment had increased slowly, but steadily. The future was by no means dim. Significant advancement had been made at Colby College by the man from Chicago.

## CHAPTER XXVII

### *Unlucky President*

CHARLES LINCOLN WHITE, the twelfth president of Colby College, was dogged at every step of his seven years' administration by ill fortune. Because he was followed by one of Colby's greatest presidents, Arthur J. Roberts, later generations came to look upon White as an inept and unsuccessful executive. That indictment is unfair. The man did indeed make serious mistakes, as many executives have done. He did have bitter enemies, some of them within the official fold, but other college presidents have not been without relentless foes. His administration by no means lacked constructive accomplishments. Most of the problems he faced were not of his making, but inherited from situations built up over many years. The most valid judgment that can be made of Charles Lincoln White as President of Colby College is that he did not carefully investigate the situation before he accepted the office and measure the task against his own tastes, convictions, and abilities. Let us take a look at the boiling cauldron into which this man plunged when he came to Waterville in 1901.

Colby's former President, Beniah Whitman, was chiefly responsible for the selection of Charles Lincoln White to succeed Nathaniel Butler. Whitman and White had been classmates at Brown. Graduating in 1887, White had immediately gone to Newton, where he received his B. D. degree in 1890. He had enjoyed several successful pastorates, and at the time of his election as Colby president he was General Secretary of the New Hampshire Baptist Convention, residing at Hampton Falls. Whitman's report on White's success in administering the affairs of the New Hampshire Convention, abetted by pressure from a conservative Baptist constituency, who wanted a man with less liberal religious views than those of Nathaniel Butler, caused the Colby Trustees to overlook White's lack of educational experience. The strong presidents who had preceded him—Pepper, Small, and Butler—had all enjoyed rich experience as teachers or college administrators. That was Charles White's first stroke of ill fortune—that his selection by the Colby Trustees thrust him into a situation for which his previous experience had not prepared him.

It was bad luck indeed that the new President, taking office in September, 1901, knew almost nothing about Colby College until he actually occupied the presidential chair. But he was an intelligent, energetic, sincere, devoted man, and he learned fast.

The first problem that confronted him was enough to have made a lesser man give up at once and speed back to Hampton Falls. That problem was a financial situation that even the Trustees considered desperate. In his first report to the Board, in June, 1902, President White said:



When I was elected to this office, I very little realized the magnitude of the task I had undertaken. I went to Waterville almost a perfect stranger to the institution and having met but a few of the professors. It may seem to you that I have very early arrived at some important conclusions, and that the suggestions which I shall outline to you today are the result of too brief observation, but I believe my mind is fully satisfied with reference to each statement I shall make.

At the very meeting in June, 1901, when the Trustees had elected White, they had taken drastic action to reduce expenses, and well they might. Gradual loss of endowment funds had persisted for more than twenty years. Part of the loss had been caused by annual deficits in operating costs, part by unfortunate investments. As a result, the income from invested funds, when the new president took office, was actually less than it had been ten years earlier, in spite of substantial additions to capital endowment. The Trustees therefore presented their new president with an immediate shock to morale. They reduced faculty salaries. Full professors, who had for several years been paid \$1800, were cut to \$1600, and President White himself was paid \$700 less than his predecessor, \$2800 instead of \$3500.

In praise of Colby's loyal faculty, it must be reported that they took the bad news of salary reductions rather well, but it certainly gave them little confidence in the future of the college, especially when the new executive showed them that he would not authorize any expense that could possibly be avoided.

Common sense dictated that many purchases could be made at wholesale with considerable saving, and President White tried to introduce that policy. The result was an uprising of Waterville merchants, who freely admitted they could not meet the wholesale prices, but claimed vested interest in the college business through long precedent. The result was a compromise, but White's popularity in the community was unjustly lowered.

To show that they were truly concerned, the Trustees had voted to subscribe from their own pockets one thousand dollars toward current expenses in 1901-02. The Finance Committee reported that total College funds were actually \$17,000 less than they had been a year previous. In spite of added gifts of \$21,000, more than \$52,000 had been charged off as valueless, and over \$2000 had been paid as above-par premiums on new investments. The Committee on Investments, headed by Dudley P. Bailey, reported:

The total losses on our securities the past year have amounted to \$52,026.68, of which \$51,021.65 represents the losses on the Investment Trust Company in the final liquidation. There are some other questionable investments still on our books, and it is morally certain that some further losses will result, but it is believed that the worst is over. We believe our investments are getting on a sound footing, and that most of the questionable securities have been weeded out. The par value of the various funds held by the College on May 1, 1901, was \$429,299, compared with \$260,551 on May 1, 1900.

It was several years later when the Board awoke to the fact that better bookkeeping demanded that the securities be listed at market, rather than at par value.

When at last, in 1906, the Trustees decided to appoint a special committee to study the whole history of their endowment funds, it became fully apparent that President White had inherited a very difficult situation that had been ac-

cumulating ever since the time of President Champlin. None of the presidents between Champlin and White was solely responsible, but all shared the responsibility in some degree. Year after year, expenses exceeded income, and the only way to pay the bills had been to dip into capital. This is what the special committee reported in 1906:

A duty confronting the Board is to determine accurately and keep inviolate the permanent fund, no part of which can be lawfully used in paying current expenses. Much time has been spent by your committee in going over the books, records, and reports, but the data accessible prior to the first printed report in 1880 are fragmentary. Only prolonged and expensive examination of the books by an expert would suffice to secure complete and accurate information. The best we can now do is to present as near an approximation to the facts as we can furnish.

Beginning with Gardner Colby's original gift of \$50,000, the College has received to date, in permanent funds, \$510,456. To meet that liability the college holds today only \$405,830, which is a deceptive figure, because our stocks and bonds are carried on the books at par value.

Although the report went on to imply that the difference of \$105,000 was represented by new buildings, repairs and improvements, that was not the whole story, as the committee would have known had they remembered the report of the Standing Committee on Finance made five years earlier, in 1901. That earlier report had said:

There has been a reduction in the value of our invested funds of \$79,000 during the past ten years. But there has been spent, as well, more than \$5,000 of actual return on the wild lands above the amount which they were carried on our books and \$63,000 received during the ten years in gifts. That makes a total decrease of \$147,000 in a single decade.

In explanation of this loss, we are told there has been a total of \$57,000 in annual current deficits; that \$10,000 was spent to purchase the President's House; \$35,000 in erecting the Chemistry Building; and \$3500 in renovating South College. Those items amount to \$103,500. That leaves \$43,500 of the shrinkage unaccounted for, and no attempt is made to give us any information as to what has become of it.

In June, 1900, the Trustees had authorized, for the ensuing year, expenditures of \$38,400. So bad did they consider the situation in June, 1901, that they reduced that amount by \$6300 for 1901-2, and ordered President White to operate by stringent restriction to the new figure of \$32,100. How any president could accomplish that unwelcome task without incurring some unpopularity, not even an observer with the advantage of half a century's perspective can safely determine. But to that unsavory task President White bent his mind and his energy.

At the winter meeting of the Board, when he had been in office only a few months, White made his first definite proposals to cut expenses. He saw a chance to save several hundred dollars by replacing retired Professor Foster with a cheaper man to teach Greek. He would cut out the hundred dollars appropriated to supply Professor Elder with a student assistant. He would stop



paying anyone to run the boarding department in the Women's Division, and hand that job over to someone already on the staff, as an additional job. He would stop letting students run up unpaid term bills term after term, and would require notes at four per cent interest for such bills, all to be paid before the student could have his diploma. He also said that although he knew the loss of Professor Bayley would be keenly felt, at least four hundred dollars could be saved if the College released him; and if Professor Hall could be retired, considerable money would be saved.

President White had been at Colby so short a time that he could scarcely have anticipated the hornet's nest that would be stirred by some of his proposals. Both Hall and Bayley had staunch friends who were not ready to remain silent while their favorite professors received such cavalier treatment.

When, at a special meeting in January, 1902, the Trustees accepted President White's suggestion that Professor Hall be released, a storm of protest arose. The Board voted "that the secretary notify Professor Hall that his services as librarian will not be required after the end of the academic year." Only 62 years old, Professor Hall had by no means reached the normal time of retirement, although he had indeed been a member of the Colby faculty for 36 years. He was known far beyond the confines of the college as one of the nation's leading librarians. He had written a history of *Higher Education in Maine*, had edited the *General Catalogue*, with its comprehensive alumni data, and he knew more Colby graduates personally than did anyone else connected with the college. He had been almost solely responsible for Col. Shannon's gift of the physics building, and he had raised many thousands of dollars by diligent solicitation of small subscriptions during a third of a century.

Only pessimism that approached despair could have persuaded the Board to release this man. But he no longer taught his former classes in French and German, devoting his full time now to the library. Couldn't the work be done by some one much less expensive? Of course it could not—not the work of that European-trained, scholarly librarian, Edward W. Hall. But the competent investigator, a builder of distinguished library collections, was not the concept of a college librarian held by the Colby Trustees at that time. Not all of them would have agreed with Sinclair Lewis' later comment in *Main Street* that the first duty of a librarian is "to preserve the books," but they did feel that about all he had to do was to sit behind a desk and dispense the books or accept their return. Their vote was meant as no personal reflection on Professor Hall, but only reflected their mistaken conviction that he had become an expensive luxury.

When the Board met in annual session six months later, they were disturbed by grumblings from the alumni and by the fact that their Library Committee had come to no solution of the problem.

The committee reported that they had found no one whom they could recommend as a permanent librarian, and as a temporary expedient they proposed that Professor Roberts take charge of the library and receive \$200 for the extra service; that Mr. Moore work in the library a part of each day, for which he should be paid \$300; and that a student be selected to be in the library when neither Roberts nor Moore could be present. Estimating the cost for the student at \$200, the committee pointed out that the total cost of \$700 would be quite a saving from Professor Hall's salary of \$1600.

So great was the pressure for Dr. Hall's retention that the President took no action during 1902-3, leaving Hall in the office of librarian, but at what salary the records do not make clear. Even when the Board met in June, 1903,

Hall's name did not appear on the list of professors to whom salaries were voted. The record said, "Placed at the President's disposal for the library, \$1000." But a year later it was all settled. With his usual generosity Professor Hall agreed to accept a salary of \$1200, and the college, which had officially been without a librarian for two years, now elected Edward W. Hall to that office. Because it had been President White who had made the first written proposal to release Hall, White became the target for the vigorous alumni protest, although he had undoubtedly been only the spokesman for an earnest group of trustees, determined to secure a balanced budget.

The case of Professor Bayley was different. He was not a Colby alumnus. He had been on the faculty only fourteen years, contrasted with Hall's thirty-six. Although well liked by many alumni, his proposed release caused no wave of resentment among them. It was the student body that rose valiantly to his defense. Learning that the Trustees were considering such action, the students sent a petition signed by every man in the Men's Division, calling for Bayley's retention.

William S. Bayley had been brought to Colby as Professor of Geology and Mineralogy by President Pepper in 1888. A native of Baltimore, Bayley had received his bachelor's degree from Johns Hopkins in 1883 and his Ph. D. in 1886. He came to Colby, his first full-time teaching position, after a year in the Lake Superior region with the U. S. Geological Survey. He was also an associate editor of *The American Naturalist*. He proved at once to be worthy of the company of such other scholars as Rogers, Small, Butler, and Mathews. Although new to Maine, within ten years he had produced a catalogue of the Maine Geological Collection and had persuaded the Legislature to place that collection at Colby. He published a brief history of Maine's only previous geological surveys. In succeeding years, he wrote a *Guide to the Study of Non-metallic Mineral Products*, a study of the Crystal Falls Iron District of Michigan, and a textbook in *Elementary Crystallography*. That his interest extended beyond geology is shown by his publication of *Synopsis of Outline Lectures on Classification of Animals*.

Professor Bayley was one of the first members of the Colby faculty to show active interest in student affairs, especially in their organized extra-curricular activities. They elected him Treasurer of the Athletic Association, which he had succeeded in organizing out of the several different organizations each in charge of a different sport. So strongly did he defend the student viewpoint at faculty meetings that he won a reputation as "devil's advocate." He often voted against some disciplinary action demanded by his colleagues.

It was, however, Bayley's repeated refusal to increase his teaching load that caused his clash with administration. Before President White's time it had been suggested that Bayley assist the ailing Professor Elder with the classes in chemistry, but Bayley would have none of it. In 1901 the Examining Committee reported: "Professor Bayley is an investigator rather than a teacher, and your committee doubt if the College is able to maintain such a professor. The Committee therefore suggest the employment of a new man at his salary or the merging of the department with some other." The Board then voted that the whole matter be referred to the Committee on Professorships with power, but with the provision that not more than \$2600 should be expended for the employment of all teachers in chemistry and geology. The committee decided to retain Bayley at a salary of \$1200.



A year later the Trustees voted to transfer \$400 from the salary of Professor Elder and apply the amount to that of Professor Bayley. Since both professors had ardent supporters among their colleagues, that action did not improve the intra-faculty relationship. It had become clear that Elder's health would not permit him to carry his previous heavy and unreasonable teaching load. Both his teaching hours and his number of students had been reduced. Now to compensate for a reduced load, the Trustees transferred part of Elder's salary to a man who had enjoyed a light teaching load for several years, and a man whose release the President recommended rather than give him an increase in salary.

Someone was evidently persistent in regard to this department, for in January, 1905, the Trustees voted "that the Department of Geology and Mineralogy be abolished and that instruction in those subjects be placed under the Department of Chemistry, and that the Committee on Professorship be instructed to secure an instructor in chemistry who can assist in that subject and also give the courses now given in geology and mineralogy, the salary not to exceed \$800." The Board further voted to notify Professor Bayley of this action and express their regret that it had become necessary. There the controversy ended. Bayley left Colby.

Although the difficulties with Professor Bayley had begun long before 1902, it was President White who had to shoulder the onus of the controversy, and he was accused of ousting from the faculty its last productive scholar. Surely the fault was not entirely his. Financial stringency, rightly or wrongly, declared a research professor to be a luxury. Bayley did indeed insist upon a light teaching load, and his actions caused friction within the faculty. But it is regrettable that broader administrative vision, and more far-sighted executive action could not have retained a man so valuable both in student relationship and in scholarly productivity.

As if the low state of college finances were not enough, disaster struck in December, 1902, when North College was almost completely destroyed by fire. No lives were lost, but many students lost all their clothing, books, and personal possessions. As always in such emergencies, the citizens of Waterville responded generously, giving the students shelter and clothing. The students at Bowdoin contributed \$158 and those at the University of Maine \$133 toward the immediate personal needs of the unfortunate fire victims. In February, 1903, the Maine Legislature voted \$15,000 toward the restoration of the dormitory. The faculty even gave academic consideration to the disaster, voting on December 12, 1902, that "in view of the fact that so many notebooks were lost in the burning of North College, the sophomore course in philology, the work of which can be tested solely by the notebooks presented, shall be cancelled for those who have taken the course this term and whose books were burned."

President White deserved the highest praise for his insistence that student term bills be paid or secured promptly. But from the student body, instead of praise, he reaped opprobrium. For several years, longer than any of the enrolled students could then remember, no officer had been so cruel as to insist that term bills be paid. Even President White's proposal of the acceptance of rather loosely secured notes did not satisfy them. But the President had the full support of the Board, and the new policy was adopted.

Scarcely had the resentment over term bills subsided when trouble arose over dancing. President Butler had allowed student dances under rigorous restrictions. It had not been done without protest from the more conservative Baptists, but President Butler's more liberal view considered the change in keeping with the

times. President White's view was exactly the opposite. Indeed there were friends of the College who insisted that he had been chosen president for the very purpose of curbing the social life of the Colby campus and bringing it into conformity with conservative Baptist principles. Anyhow, White accepted the mandate. He would see that Colby did not stray farther from the Baptist fold. He decreed that there should be no more dancing at college parties.

It had become customary for a dance to follow each concert given by the Colby Glee Club as it traveled about the state. Some local high school or academy usually sponsored the event and the local management was actually responsible for the dance. In 1904 the Club's season began at Winthrop. Because of some local difficulties, the Club assumed responsibility for the evening, including the dance. The next day President White called the manager to his office and made it plain to the young man that such an incident must not be repeated. As the manager told about it in later years, "The President was very much exercised over the matter, and I think only my otherwise good reputation and the fact that I was not a Baptist and didn't know any better, together with my innocent youthfulness, saved me from suspension."

Several times in previous chapters reference has been made to False Orders. Those burlesque programs of college events, especially of the exhibitions and prize speakings, had appeared intermittently for half a century before Charles White became President of the College. Shortly before 1900 False Orders had taken the form of an annual publication, produced by the sophomore class and distributed at the Freshman Reading contest in the spring. The distribution was made by interrupting the speaking with shouts, and by hurling copies of the publication all over the auditorium of the Baptist Church, where the contest was held. By 1900 the publication was no longer a burlesque imitation of the evening's official program, but had expanded into a four-page folder like a small newspaper. Its contents often included lampoons of the faculty as well as jibes at the freshmen. For nearly twenty years the scurrilous sheet carried the name *The War Cry*. It was that publication and its obnoxious distribution that, in President White's second year, produced the most spectacular event of his administration, the Student Strike of 1903.

The Annual Freshman reading of 1903 was scheduled for the evening of June fifth. To see what happened let us turn to the recollections of the man who turned out to be the only speaker on that memorable occasion. This is how Karl Kennison recalls the event.

I was not only one of the speakers; I was the *only* speaker. A minute or two after I had started the speech, the *War Cry*<sup>1</sup> appeared from nowhere and filled the air. I paid no attention to the disturbance, and President White did not stop me. When I finished, the commotion had largely subsided, and President White rose and dismissed the audience. I believe the prize money was equally divided among all the contestants.<sup>2</sup>

Ever since the interruption of the Freshman Reading by a similar episode in 1902, President White had been determined to put a stop to the disgraceful custom. Carl Bryant of the Class of 1904 wrote:

It is my opinion that the action of the Class of 1904 at the Freshman Reading in June, 1902, had left a bad taste in the mouths of the faculty and led to their action in June, 1903. In 1902 several members of my



class had wired the Baptist Church with an electric bell placed in the baptistry. The wire ran under the carpet to the right corner pew in the middle section. One of the boys was assigned to press the switch, but a member of 1905 discovered the bell and cut the wires. Then we took the cover from a lard can and loosely fastened a buzzer to it, then fixed it to the round grill over the auditorium. We ran the wires back to the rear gallery, spread open the baseboard, put the wires back of it, and ran them under the carpet to the front right pew. The buzzer worked fine and made a big noise. After the second freshman started to speak, one of the boys, dressed in women's clothes and generously supplied with copies of our *War Cry*, came in the front of the auditorium and up the right aisle, throwing copies of the *War Cry* into the audience. The freshmen jumped up and seized him, but the sophomores rescued him, all the time accompanied by the loud buzzer. Even when the program was resumed, the buzzer occasionally interrupted a speaker. President White declared the whole affair a disgrace.<sup>3</sup>

Immediately after the interruption of 1902, President White had warned the students, in a chapel statement, that any repetition of such disgraceful conduct would not be tolerated. White was a man of his word, an administrator who never made idle threats. Therefore, when the very first speaker was interrupted in 1903, the President closed the speaking.

A week went by, and on June 12, on the President's recommendation, the faculty voted to suspend all the men of the Class of 1905, with the request that they leave town at once. Five days later the faculty was called into special session because of events duly set forth in the faculty records.

Petitions and statements from different sections of the student body relating to the affair of the Freshman Reading were presented. A petition signed by members of the Men's Division, with few exceptions, asking that the men of the sophomore class be reinstated. The request was based on the grounds that the disturbance was participated in by the student body as a whole; that the sophomores had done nothing to warrant suspension; and that the course taken by the President and the faculty was entirely without precedent. Appended to the request was the statement, "After 6 P. M. on Monday, June 15, we will attend no recitations, examinations, or commencement exercises until our request is granted."

A petition was also presented from members of the senior, junior, and freshman classes of the Women's Division, asking that the men of the sophomore class be reinstated. This was accompanied by a statement from the women of the sophomore class, saying that they felt equally deserving of punishment with the men. A further statement, signed by the women of the senior and junior classes, said that they intended to withdraw from participation in the coming exercises of Commencement Week, on the ground that the women students alone could not sustain the expenses of those exercises.

At this point, the faculty records reveal that the man who did most to soothe the student wrath and effect a reconciliation was the young professor of English, Arthur J. Roberts. It was voted to take no action on the women's statement concerning Commencement until Professor Roberts had had opportunity to confer with the petitioners.

On the main issue of the suspension, however, the faculty proceeded at once to hold conference with a committee of ten students from the Men's Division. It accomplished nothing except to confirm the faculty's insistence that the entire class of sophomore men be suspended.

Exactly what happened after that is not entirely clear. The record is ambiguous and the recollections of alumni of that time differ widely. What emerges as probable fact is that none of the sophomore men took final examinations in June, 1903; that the seniors did hold the usual Commencement exercises and did receive their diplomas on time; that in the autumn all the suspended members of the Class of 1905 were allowed to return to College.

When the Trustees met in annual session on June 22, 1903, they appointed a committee, headed by Judge Percival Bonney, "to inquire into the extraordinary state of affairs existing in the College, the cause of the difficulties and the efforts made to adjust them, and report facts and conclusions to the Board." On the following day the committee reported: "While we deeply regret such an occurrence, we are unanimously of the opinion that the action of the faculty in suspending the sophomore class was so just and so lenient that there was no occasion for further action."

The action had indeed been lenient. The suspension had, from the start, been intended to terminate with the opening of the fall term, and it had been imposed less than two weeks before the close of classes in the spring term. All the punishment those men would receive would be to get home more than two weeks early for their summer employment, and have to take make-up examinations in the fall.

The faculty records of September, 1903, make it clear that the penalty was never changed, but that the suspension itself was lifted in the autumn, just as intended. The only question was what to do about the examinations. Professors Bayley and Roberts proposed that, in view of all the circumstances, a general amnesty be declared; but their colleagues overruled them and voted to hold the examinations, make them one hour each in length, on the first two days of the fall term.

On one point the members of the Class of 1905 with whom the historian has corresponded are unanimous. They never took those sophomore examinations. It is their recollection that, when college reopened, the whole unfortunate affair had been kindly forgotten. They believe that what happened was that the friendly negotiations carried on with unruffled patience by Professors Bayley and Roberts finally resulted in no further faculty action despite the record to the contrary.

So many disturbing things occurred during President White's administration that in the succeeding years they seemed to overshadow his definite, constructive accomplishments as head of the College. Those accomplishments were by no means insignificant.

No sooner had White assumed the presidential chair than he saw the folly of the Ph. B. degree. It was likely to become a kind of cheap dumping ground for those who could not meet standard requirements. White considered it best to extend to the A. B. classification students who had met all other requirements except the time-honored insistence upon Greek. In 1902 the Trustees agreed, and all Colby graduates received that degree until, in 1903, the Board instituted, again on President White's recommendation, a curriculum leading to the degree of Bachelor of Science. The first persons to receive that degree at Colby were two men of the Class of 1906: John Wesley Coombs, who later won fame as a



major league baseball player, and Rex Wilder Dodge, who became an investment broker and a prominent member of the Colby Trustees. The only significant differences between the two curricula lay in the fact that B. S. applicants need not present Latin for admission and must take both physics and chemistry in college, while the A. B. candidates were required to continue Latin in their freshman year. It would be a long time before a major field of concentration would be required for either degree.

One of the greatest burdens under which President White had to labor was the persistent problem of what kind of a college Colby was to become, in respect to its instruction of both men and women. A later chapter will be devoted to the full story of this controversy, when we consider the part that has been played in Colby history by the women, but in connection with President White, a brief account of the growing crisis is appropriate here.

The male alumni, the faculty, and the Trustees had become so concerned about the increase of women students, accompanied by a steady decrease in male enrollment, that the Trustees had appointed a committee on the "Future of the College." A majority of that committee, reporting at the annual meeting in June, 1901—the very meeting at which White was elected president—recommended that the system of coordination started by President Small be continued, and that, as soon as financial conditions should permit, the two divisions be separated in chapel, recitations, lectures, and public exercises. So strongly opposed to that decision was one prominent member of the committee that he filed a minority report, recommending return to the original status of a college for men only. After lengthy debate, the Trustees voted: "It shall be the policy of Colby College to continue to use its equipment for the higher education of both men and women. The system of coordination shall be continued in the form of a men's division and a women's division. The number of students in each division shall be limited only by the means of the College to provide suitable accommodations and perform its work in the best possible way."

There were both alumni and faculty members who were dissatisfied with the decision, and President White found factional dispute still rampant when he assumed office in the fall of 1901. Seeking a workable solution that would reconcile the factions, the new president offered in 1902 a proposal that eventually proved to be not feasible, but at the time it satisfied both sides. His suggestion was to turn the Women's Division into "a woman's college—a part of Colby, but distinct in name, location and interests." The Board accepted the recommendation and voted "to establish a new college for women as soon as finances should permit, and to instruct the President to continue his efforts toward the accomplishment of that result."

In 1904, President White could report little progress toward a separate college for women: "Although I have made strenuous efforts to obtain sufficient funds to endow a woman's college at Waterville, I am thus far unable to report substantial gains." But meanwhile the President had rendered a significant contribution by persuading his Baptist acquaintance, Mrs. Eliza Foss Dexter, to devote \$20,000 for the erection of a women's dormitory. While it was the general inability to endow a separate college that blocked President White's plan, the decision to erect Foss Hall on College Avenue, only a short distance south of the campus, was the deciding factor. Although, when the cornerstone was laid in the spring of 1905, President White declared it to be assurance of a Women's College, the new building's proximity to the campus rendered coordination closer

and more vital than it had ever been before. Gradually all talk of a separate college ceased.

There is no question that President White's efforts, including his strenuous insistence upon economy, restored denominational confidence in the College. It was his strong Baptist convictions that appealed to Mrs. Dexter; it was his economizing that attracted her husband. On one occasion White reported: "Mr. Dexter asked me some searching questions with reference to the shrinking of our endowment. While lamenting past mistakes, he fully approves the present policy, and his attitude is typical of other Baptists."

On another occasion White told the Board: "The denominational consciousness in Maine is exceedingly pronounced. Increased resources have given the Baptists in this State a distinct advantage in varied possibilities over every other denomination. Yet I have found many of those people lukewarm toward the College. I can trace this only to the conviction that the College is not carefully safeguarding the religious life of its students; that, unless the College is Christian, there is no gain in sending sons and daughters into the ranks or contributing to its support."

President White was determined that the College should be not only Christian, but also loyal to the most conservative views in his denomination. Baptists had been traditionally opposed to dancing, card playing, and the theatre, but that even among Baptists more liberal views were gaining support is evident from President Butler's admission of dancing into college parties. Unable to see that it was too late to set the clock back, and convinced that the conservative view was right, Charles Lincoln White led a losing battle to restore the social life of the College to the straitened restrictions of the old days.

One innovation for which Colby men were long grateful to President White was the conversion of certain college buildings into fraternity houses. The issue arose because of the purchase by Delta Kappa Epsilon of a home of their own on College Avenue and by permission granted Phi Delta Theta to occupy the Hersey House on the edge of the athletic field. Other fraternities at once made plans to rent houses in the town. Such an exodus from the college dormitories would have been disastrous, especially at a time when men's enrollment was not increasing. President White therefore proposed that South College and the south end of North College be converted into quarters for the three remaining fraternities, Zeta Psi, Alpha Tau Omega, and Delta Upsilon.

At the mid-winter meeting in 1907, the Trustees appointed a committee to estimate the cost of refitting the dormitories into chapter houses and to consult with representatives of the fraternities on terms of rental. In June, on recommendation of the committee, the Board voted to make the necessary physical changes, and to assign Zeta Psi to the south end of South College, Alpha Tau Omega to its north end, and Delta Upsilon to the south end of North College. Each section was to be provided with a reception room, a large living room, and a chapter hall, with student rooms above the first floor. The College would collect the rental on individual term bills, each occupant paying \$1.25 a week. The fraternity must provide care of the rooms and make ordinary repairs, and must pay cost of lighting. The College would provide heat and hot water. Provided also was what the fraternities called "ram-pasture" style of sleeping quarters—large attic rooms with dormer windows and open doors, where were lined up row on row of beds.

In September, 1907, the three fraternities moved into those dormitory quarters and continued to occupy them, save for brief interruptions in war time, until



all the men were moved to Mayflower Hill. It was a happy decision, solving the problem of dormitory rentals and greatly strengthening the life of the men's division.

The building of Foss Hall naturally attracted more women applicants, but a corresponding number of men did not respond, even with the opening of fraternity quarters. By 1907 voices were being heard, even within the Board of Trustees, demanding a change in the college administration. A motion was presented to the Board calling for a committee "to determine whether a change in the executive management of the College is desirable." The motion was laid on the table indefinitely.

That the critics were not silenced, however, is revealed in a letter which President White wrote to Dudley Bailey in February, 1908.

I understand Mr. S— insisted on saying some very disagreeable things to Mr. and Mrs. Jones at the station in Portland about me, which they very much resented, although they tried to treat him courteously. I hope we have not lost Mr. Jones to the College. Please take an early chance to see him and try to undo what has been done. I think Mr. S— ought to be dropped from the Board at the first possible moment. He can only do harm.

Enrollment in the Men's Division failed to improve. In 1906-07, there were fewer men in College than there had been at any time since 1885. It was the enrollment of women that raised the total number to the highest point in the college history. That year, for the first time, women exceeded men in the enrollment figures, but only by a count of one—119 women and 118 men. In the following year, 1907-08, out of a total enrollment of 239, only 111 were men, while 128 were women. Seeing the situation well nigh hopeless, and receiving an offer to an associate secretaryship in the American Baptist Home Mission Society offices in New York, President White submitted his resignation to the Colby Trustees, which they accepted with the following resolution:

Whereas the executive ability and virile characteristics, the persevering industry and promptness, the tireless devotion to duty of the President of Colby College, Charles Lincoln White, together with his attractive personality, have been observed and admired by those in charge of important trusts, who have called him to fill a most responsible place, therefore the Trustees of Colby College accept with regret his resignation and gratefully give tribute to him for his faithful, loyal and effective service to the College during his administration as its president.

Before President White left, he rendered one further notable contribution. He had tried hard to have the Colby faculty accepted under the annuity provisions of the Carnegie Foundation, but had been informed that the plan was not open to colleges under denominational control. White tried to convince the Foundation that, while Colby certainly had affiliation with the Baptist denomination, it was by no means controlled by the sect. The Foundation, however, pointed to the terms of the Gardner Colby gift, under which the College had agreed that the president and a majority of the faculty should always be Baptists. That decision, declared the Foundation, marked Colby as certainly a denominational college, not eligible to the pension plan.

President White then turned his attention to the increasingly powerful General Education Board. In 1906 the Trustees voted that the President and a committee of the Board confer with officers of the General Education Board in New York. As a result of that conference, Dr. Wallace Buttrick of the General Education Board attended the meeting of the Colby Trustees in June, 1907, in Waterville. He expressed approval of the coordinate plan at Colby, but advised that the Women's Division be given a separate name, as had been done at Brown and Tufts. The Trustees then decided to raise \$200,000 for endowment and \$100,000 for buildings, asking the General Education Board to give half of the total of \$300,000. A few months later Dr. Buttrick replied that so large an amount was out of the question. The College then revised its application; saying it would undertake to raise \$125,000, and asked the General Education Board to give all it could in addition, with the understanding that both sums should be used for endowment purposes only. The College agreed to devote the income of the additional endowment to erase the annual deficit and to improve the faculty. White's plan did not bear fruit immediately, but it did pave the way for his successor to get a substantial contribution from the same source.

Under previous presidents, the Trustees had been reluctant to grant formal recognition to alumni representation on their Board. Year after year the Alumni Association had asked for that recognition. The best they could get was permission to nominate candidates, but the Board would not agree definitely to elect one of those nominees, though they often did so. President White at once became a champion of alumni representation, with the result that, on due petition from the Colby Trustees, the Maine Legislature, on March 11, 1903, passed an amendment to the Charter, providing that nine trustees, three each year for terms of three years, should be elected directly by the Alumni Association. (See Appendix P.)

Under a cloud of criticism and with men's enrollment at its lowest ebb for many years, but with substantial and lasting accomplishments to his credit, Charles Lincoln White left the Colby presidency. Seeking to replace him, the Trustees remembered how fortunate had been their turning to the ranks of the Colby faculty when they had chosen James T. Champlin and later Albion Woodbury Small. On the faculty in 1908 was just the man they needed. The time was ripe for the dynamic administration of Arthur Jeremiah Roberts.





## CHAPTER XXVIII

### *Honeymoon Years*

**E**VERY new head of an organization, from the smallest corporation to the President of the United States, enjoys what the press calls an executive honeymoon, a period when the new broom sweeps clean, when all goes smoothly and every act is greeted with approval. Usually the period lasts not longer than a year, but occasionally, when a man of singular aptitude achieves spectacular success in his new job, the honeymoon is more extensive. Such was the case with Arthur Roberts, for his remarkable fitness for the presidency of Colby College gave him an executive honeymoon of nearly nine years, from the summer of 1908 until the April day in 1917 when Woodrow Wilson asked the Congress to declare the Nation at war.

When the Trustees accepted President White's resignation on March 4, 1908, they at once appointed a committee, under the chairmanship of Leslie C. Cornish, to seek a new president. Already Judge Cornish and Judge Wing, prominent members of the committee, had been considering Professor Roberts. When a number of alumni also suggested his election, the committee authorized Dudley P. Bailey to write to all members of the Board and to members of the faculty concerning their opinion of such a choice. The committee knew that a number of leading Baptists would be skeptical. When his promotion to a full professorship had been urged, in the second year of his service as an instructor, sixteen years earlier, the Trustees had postponed favorable action on the ground that Roberts was not a Baptist, and they must carefully observe the provision attached to Gardner Colby's gift, demanding that at least half of the faculty be regular members of Baptist churches. Certain friends of the College feared that the restrictions on student life imposed by President White might now be relaxed. Some of those persons asked the committee where Roberts stood on such practices as card playing and dancing.

It was President White who did most to satisfy the skeptics. His letter to Mr. Bailey was a definite endorsement of Roberts.

I am sure Professor Roberts is the wise choice, and I should feel very happy to go away leaving the College in his hands. There is a general turning to him from alumni, faculty and students. Professor Roberts holds very conservative views on dancing as it relates to the two divisions of the College. I am confident he would not encourage any such thing on the campus. I do not know how he feels about playing cards, but I am sure he would not encourage public or private card parties between the college divisions.



Not all of the Trustees were convinced, even after President White's endorsement. One of them wrote:

I wish Roberts were a minister, more widely known, and had a wider culture, but we know pretty well what he is and what he would do. I wish I knew how the faculty would accept his promotion. Have you thought of Donovan or Bradbury, of Shailer Mathews or Meserve?<sup>1</sup>

On the matter of Roberts' church affiliation, the Board's secretary, Rev. Edwin C. Whittemore, was explicit. Roberts had become a member of the Waterville Baptist Church. Dr. Whittemore wrote:

Professor Roberts is a working member of our church and is highly esteemed in it. As to the question of amusements, I have never heard him declare himself. I am informed that he opposes college dancing, both on educational and on moral grounds. I think our Baptist constituency do not know enough about him to have any definite opinion, but for me he is the man for the place.

Another of the Board's leading clergymen had no doubts about Roberts' stand on campus amusements.

I am sure Roberts considers dancing and card playing a waste of time, and that their practice under the protection of the College is offensive to a large part of its constituency. This is an inference which I draw from my knowledge of the man, for I regard him as a stalwart Christian. I believe the President of Colby College should occupy no doubtful position with respect to college amusements, for it is the personality of the President, rather than specific rules, that must control this delicate subject.

It was the senior member of the faculty, Julian Taylor, who clinched the case for Roberts. He had already been teaching Latin at the College for eighteen years when a lively, athletic freshman named Arthur Roberts entered the institution from a Waterboro farm. He had given the young man straight "A's" in all his Latin courses and had recommended to President Small that Roberts be invited to an instructorship immediately after graduation. He admired the young professor's popularity with the students—a popularity that sacrificed nothing of academic standards or moral principles. He had observed how Roberts had helped settle the student disturbance in 1903 without in the slightest degree being disloyal to the administration. Although he had several times informed individual trustees that Roberts was his choice for president, he made sure that the Board should officially know of his preference by addressing a letter to them only a few days before their special meeting in Portland on April 1, 1908.

What are you going to do in Portland on Wednesday? Elect Roberts, I hope. He is the man. I hear mention of Shailer Mathews. Probably there is not a ghost of a chance that he would come, and if he would, in my judgment Roberts is the better man for this place at this time. It may seem hasty to settle the question at once, but there will be great advantage if an interregnum can be avoided, especially in the effect on the freshman class, an important consideration in the present emergency.

Meanwhile Judge Cornish had approached Roberts directly. On March 16 he wrote to Dudley Bailey:

I had an interview with Professor Roberts on Saturday. He said he might hesitate to accept the presidency at the present time, and should much prefer that he be made Acting President for one year, as the step was so important both for him and for the College. He thought a year's trial might be advantageous for both.

When the Trustees assembled on April first, Cornish presented Roberts' views, then laid before the Board the committee's unanimous recommendation that, in spite of the professor's hesitancy, the Trustees should proceed to elect him the permanent President of Colby College. That is just what they did, and on April 1, 1908, Arthur Jeremiah Roberts was chosen to be Colby's thirteenth president, to take office on July first.

Although the Board were so confident that Roberts was the man for the job that they would not heed his request to be made only Acting President, Roberts himself was not so optimistic. He knew there were many hazards to face, many hurdles to surmount. Little did he imagine, as he took over command from President White, that he would serve in the office longer than any other Colby president in 150 years, and that he would at last fulfill the wish of the colored janitor, Sam Osborne, who had once said to Judge Bonney, "I tell you, sah, what dis college needs am a President's fun'ral. I want somebody to stay President till he dies, jist the way I'm goin' to stay."

Arthur Roberts was the first outright layman to serve as President of Colby College. It is true that neither Nathaniel Butler nor Albion Woodbury Small ever served in a pastorate, but both were Baptist preachers. Small had attended Newton Theological Institution, and Butler, though he never attended a theological seminary, was ordained into the Baptist ministry while serving as Professor of English Literature at the University of Chicago. Arthur Roberts never studied theology, was never ordained, and, until after he had been teaching for several years, was not even a Baptist. Yet he should not be called a secular president. As Dr. Whittemore said, at the time of his election to the presidency Roberts was a devoted member of the church which his presidential predecessor, Jeremiah Chaplin, had founded in 1818. Without excessive piety and without the slightest show or pretense, Arthur Roberts was a deeply religious man. His chapel talks—little sermons, not secular lectures—are remembered gratefully by alumni of his time, and like *bacaulareate* sermons delivered in the later years of his administration were outstanding for their clarity, simplicity, and spiritual emphasis. The few doubters in 1908 soon learned that the religious life of the Colby campus would be fostered and kept significant by the new president.

Since the autumn of 1904, every one of four successive entering classes had contained more women than men. For the first three of those years the numbers were close: 49 to 45, 41 to 39, and 34 to 31, but in 1907 the margin widened to 45 women and 34 men. Trustees, faculty and alumni were alarmed. Enrollment of freshman men had fallen by twenty percent in four years. Roberts had been active in the controversy about the Women's Division, and he knew the decision of the Trustees to continue the coordinate system had been wise. Yet it was unthinkable to him that Colby should gradually become a woman's college. He refused to believe that men would not attend a college where there was an appreciable number of women. The way to solve the problem, he in-



sisted, was to enroll enough men so that the Men's Division would always be larger. Then he proceeded to show all skeptics that he would do exactly that.

To the profound astonishment of all observers, sixty-five freshman men registered at Colby in the fall of 1908. Although the number of freshman women increased to 59, the men were at last in the majority. In President White's last year the total enrollment of women had been 128, while all the men numbered only 111. In his very first year as president, Roberts reversed the majority, and it was never again to be changed except in time of war. Instead of a total of 239 students in the college, as there had been in 1907, there were in 1908 a total of 283, a single year's gain of 18 percent.

In 1909 the number of freshman women was only 34, while the freshman men numbered 72. The enrollment in the divisions was 171 men and 127 women, a total of 298. In 1910 the total enrollment, for the first time in Colby history, exceeded three hundred. In fact it reached 358.

How was it possible for President Roberts to double the male enrollment in two years? What were his methods? In the first place he took every possible advantage of what, throughout his whole administration, proved to be the best recruiting force for Colby—the Colby teachers in the secondary schools. President White had repeatedly lamented that even the four Colby preparatory schools (Coburn, Hebron, Higgins, and Ricker) were sending fewer boys to Colby every year. In 1907 only eleven men came from all four of those schools. To those academies, where official connection with the College had long been so close that the College had certain financial responsibilities toward them, President Roberts turned his vigorous attention. Between the first of April and the close of the schools in 1908, he had visited both Higgins and Ricker, made two trips to Hebron, and was a repeated caller at Coburn. The results were most gratifying. When it came time for September registration at the College, the freshman men included nine from Coburn, eight from Hebron, five from Higgins, and four from Ricker.

Wherever there was a Colby principal or teacher in a school, in Maine or elsewhere, Roberts got in touch with him. Whenever he received encouragement, he visited the school. The result was one or more boys from 32 different schools. Colby was still a Maine college, and all except eight of the freshman men came from Maine schools.

So energetic and determined was "Rob," so willing to jump on train or stagecoach and travel many miles to see a boy, and so magnetic and stirring was his personality when he met the boy, that what had been a timid suggestion by some teacher turned into a reality. Many stories could be told of these personal encounters between the big, burly president and the little, green boy. One must suffice.

In a small high school in western Maine, the Class of 1909 consisted of two boys and five girls. Since the beginning of their junior year, only one of them, a boy, had been taking the full college preparatory course, which then meant four years of Latin. Only two graduates of the school were then in college, one at Dartmouth and one at Bowdoin. Although college graduates in the town were few, they held prominent positions, and almost all of them were Bowdoin men. The place was known as a Bowdoin town.

It happened that, in 1909, the town high school was in charge of a Colby principal, Thomas Tooker of the Class of 1896. The boy had repeatedly told Tooker that college was financially out of the question, but the principal insisted that the boy keep on with Latin, although through both junior and senior years

the boy was the lone student in Tooker's Latin class. Day after day he recited from Cicero and Virgil, seated in front of the principal's desk in the main study hall of the school, while the principal kept at least one eye and one ear alert to disturbances in the crowded room.

Thoroughly convinced that college was not for him, the boy had made an oral agreement with the local superintendent of schools to teach a one-room rural school the next fall. Then one day in the spring there strode into that study hall a large-framed, broad-shouldered man with a deep booming voice, but with the most kindly eyes. Long afterward the boy learned that Principal Tooker had urged the man to come to town just to talk with this boy. Introduced as President Roberts of Colby, the man spoke to the whole school, urging them to keep college always in mind. "If you prepare for college, somehow a way will be found for you to go," he said.

After the school was dismissed, the three—college president, principal, and boy—talked together. The boy repeated what he had so often told the principal—he simply couldn't get the money to go to college. Suddenly President Roberts said to Tooker, "Let's go see his father." The father's store was more than a mile away, at the top of a long steep hill. That didn't stop Roberts for a minute, and the three walked there at a brisk pace. In astonishingly brief time Roberts had convinced the boy's father that, with the help of a college job, the boy could get through his freshman year on not more than a hundred dollars.

The following September, with \$85 saved from summer earnings, the boy boarded the little narrow gauge train, changed at the junction to the broad gauge for Portland, and changed again for the train for Waterville—to a town and a college that he had never seen. Arriving, he inquired his way to the President's office, where he found a line of freshmen ahead of him. When it came his turn, he was greeted by name, although Roberts had seen him only once, four months earlier. The boy wanted to ask lots of questions about where he would stay, where he would work for his board, and how to safeguard his small store of cash. President Roberts had anticipated them all. He said, "They'll take care of you tonight at the ATO House, but they're full and can't keep you there. Tomorrow you see Mrs. Shurtleff at 4 College Place about a room. But right now, before the banks close, you go straight down town and put your money in a checking account. Then you see Mrs. Jones at the Hanford Hotel and tell her you're ready to go to work."

That story of how one boy entered Colby in 1909 is typical of President Roberts' recruiting methods. It does not creep into this history second hand, for the present historian was that boy.

In the fall of 1911 total enrollment, for the first time, exceeded 400, and in 1914 it reached 450, when a total of 150 freshmen, 102 of whom were men, entered the College. In 1916-17, the year before the United States entered World War I, there were 259 men and 163 women enrolled.

The increase in enrollment was accompanied by a comparable increase in faculty. President Roberts approached the latter with caution. In spite of the success of his immediate recruiting, during the spring and summer of 1908, he made no additions to the teaching staff for 1908-09. He even economized on total salaries, for he replaced himself in the professorship of rhetoric with an instructor at \$800.

By the autumn of 1909, Roberts felt justified in making substantial additions to the faculty. Herbert C. Libby, who was to become one of the widest known and most influential of all Colby teachers, was brought in for part-time



instruction in public speaking. David Young, who had served as an assistant in chemistry, was made a regular instructor. Karl Kennison, of the Class of 1906, was taken on as a second man in mathematics. For the first time, Colby now had four women in faculty status, for in addition to Dean Small and Miss Elizabeth Bass, the instructor in physical education for women, Roberts added Miss Florence Dunn of the Class of 1896 in Latin and Mrs. Clarence White, a graduate of Oberlin, in Music.

The Department of Music at Colby has now become so important and has achieved such renown that it is often supposed that the department had its origin in recent years. It is true that the department was recently revived after a long period of dormancy. For many years previous to the 1940's, the College had offered no instruction in musical theory or appreciation, but had provided only part-time direction of the choral group. The beginning of musical instruction, however, on a sound academic basis and with graduation credit, had begun in 1909, when Mrs. White taught courses in musical theory and appreciation. Yet there was one great difference from the later musical offerings. Mrs. White's courses were open only to students of the Women's Division. It would be a long time after 1909 before any woman would be permitted to teach Colby men.

The four women among the 21 persons on the 1909 faculty were strictly relegated to the women's end of the campus. As Dean of Women, Miss Carrie Small had succeeded Miss Berry; Miss Bass, even to get necessary equipment for the women's physical education, had to beg appropriations from the Athletic Association, but she had no voice in that association's affairs; Miss Dunn taught Latin to women, not a solitary man being allowed to stray into her classes. Mrs. White would gladly have accepted men into her music classes, just as she had seen men and women study music together at Oberlin, but such intellectual mingling of the sexes would not do at Colby. Everyone was constantly reminded that this College was coordinate, not coeducational.

In the first eight years of the Roberts administration the student enrollment had thus increased from 239 to 422, while the faculty had grown from 16 to 29. It seldom happens in a small, poorly endowed private college that increase in faculty keeps pace with rising student enrollment. It is therefore very much to President Roberts' credit that, while student numbers were growing by 76 per cent, the accompanying faculty increase was 81 per cent.

During those pre-war years other significant things were happening besides growth of student body and of faculty. One long-needed reform began with Roberts' first year as President. Colby adopted the semester system. Beginning with the prestige universities, American colleges had for a dozen or more years been inclined to discard, as units of college work, the old system of three annual terms, and to replace them with a system of two semesters. The reform was gratefully received at Colby, by students and faculty alike. It enabled the giving of term courses of greater length and more respectable coverage; it avoided the setting aside of three annual periods for examination; and it facilitated the issuance of comparable records to the graduate schools of the universities.

The institution of Colby Day had been started by President White in 1905, but it was Roberts who turned it into the memorable annual occasion of Colby Night, held on the eve of one of the football games of the state series, with college band, rousing speeches, and the President's offering of barrels of Macintosh apples.

How closely Colby Night came to be connected with President Roberts is shown by a paragraph in the *Echo* of October 19, 1910.

President Roberts rose to speak, but before he could utter a word every Colby man had risen, and under the leadership of Bridges, '11, made the rafters ring with their hearty cheers for "Rob." Never had the old gym seen such spirit. Enthusiasm was so high that, when the undergraduates stopped cheering, continued applause came from the seats occupied by the alumni. Several minutes elapsed before "Rob" could be heard. It was a well deserved tribute to the popularity of Colby's beloved president.

Arthur Roberts had the reputation of being a lenient disciplinarian. Miss Bertha Soule says, "When it was a question of misconduct, and members of the faculty urged dismissal from college, President Roberts was still looking for the best in the boy."<sup>2</sup> To Roberts, dismissal of a boy was admission of failure on the part of the College, quite as much as failure by the boy. A faculty member once said, "Roberts would fight to the last ditch with and for a student who was failing either in his courses or in his conduct, to save him."<sup>3</sup>

Those who criticized Roberts for his leniency overlooked the fact that he got results. It is true that many a culprit got off with slight, if any, punishment, but there was something about the President's personality that held remarkable control over both individuals and groups. Which is more important, to let a single miscreant escape, or to change a long-established bad custom? Here is a case in point.

Roberts remembered very well the controversy carried on between the editor of the *Echo* and the publisher of a Fairfield newspaper regarding hazing, and the subsequent unsavory publicity. In spite of the *Echo's* protests, and the newspaper's exaggerations, Roberts knew that hazing, including a rather free use of wielded paddles, still thrived at Colby. A less astute president, determined to end the practice, would have issued a decree, threatening to expel any sophomore individual or group who molested a freshman. That Roberts did nothing of the sort is revealed by an account in the *Echo* of October 27, 1909. The usual encounter on Bloody Monday night between attacking freshmen and besieged sophomores in North College had resulted in several injuries and several hundred dollars of damage. Something had to be done. According to the *Echo*, this is what happened.

Tuesday morning President Roberts called a meeting of the sophomores after chapel to discuss the question of hazing. He said that hazing was a thing of the past in our progressive colleges, that physical indignities did not take the freshness out of the freshmen. He stated that such actions as that of Bloody Monday, followed by continued rounding up of freshmen who were accused of breaking the sophomore rules, hurt the College. The affair of last Friday night, when a free-for-all battle occurred in Oakland, where the freshmen tried to hold their reception, was especially disgraceful. He said he did not want to dictate to the class, but he felt he was expressing the opinion of the faculty and alumni in condemning hazing.

The sophomore class proceeded to hold a meeting after President Roberts left the room. They resolved, out of respect for the President, and for the welfare of the College, to abolish hazing and to leave the correction of freshmen entirely to the fraternities.

In the same issue the *Echo* published an editorial, strongly supporting the action of the sophomores and expressing the hope that Colby had seen the last of the objectionable custom.



Practically everyone will admit that hazing is obsolete, a relic of those good times which our grandfathers talk about, but many think it should be continued simply to carry out old customs that have been handed down from year to year. That the present sophomores have taken the lead and have voted to abolish hazing is highly commendable. The men of 1913 must play as important a part as have their friends of 1912. They must and probably will follow the sophomore lead. They should vote not to provoke hazing this year, nor indulge in it next year.

When College opened in the following autumn the *Echo* was able to report:

As hazing has been abolished at Colby, the usual Bloody Monday Night ceremonies were much modified. The sophomores went around, stuck up posters, and did their best to scare the freshmen, but nothing more.

That was a good start, but too good to last. The sophomores—it was this historian's own class—could not let the Freshmen Reception in 1910 be held without trying to break it up. As the students were returning from the various boarding houses after supper, word rapidly spread that the whole freshman class had boarded a special train at Fairfield, whence they had been taken to Clinton for their reception. Two sophomores had already hired a buggy and had dashed off to Clinton to scout the situation. When the regular 8:15 train pulled out of the Waterville station for Bangor, nearly every sophomore man was aboard. Arriving at Clinton, the invaders were directed by the two advance scouts to the hall where the reception was being held. During the interval, the Clinton firemen thought here was a good chance to try out their new hose and at the same time disperse "them college bums." Resenting their place as targets for the Clinton water supply, the sophomores rushed the firemen, captured the hose, turned it on the local men, and seizing the firemen's axes, proceeded to chop up several lengths of hose. If there had been State Police in those days, they would have been summoned and the destructive students dealt with summarily. But no sufficient constabulary was available. The sophomores were admitted, without resistance, to the hall and were allowed to participate freely in the freshman party. In peace and harmony the two classes returned to Waterville on the freshmen's special train.

What would Roberts do? It was only seven years since the whole sophomore class had been suspended, just for breaking up the Freshman Reading. Would "Rob" send the whole class home for a more serious offense in a neighboring community? The President summoned the officers of the sophomore class, made known his disapproval in no uncertain terms, heard their story patiently, and then said: "The Clinton selectmen tell me the damage is \$150. I am satisfied that is a fair estimate. Now you fellows get busy and collect \$150 from among your class. Then you officers go to Clinton and see Mr. ——. He is chairman of the selectmen. Apologize to him for the actions of your class, pay the money, and get back to your classes. Are you going to do that, or are you going to let the college down?"

Those boys knew that Roberts was too wise to say "let me down," but that is just what they would not do. They collected the money, went to Clinton, paid the bill, apologized, and came back to the campus. That was the end of the matter.

Part of the President's popularity with students came from his love of baseball. He approved of all sports, attended every home football game, and often

officiated at the state track meet. But baseball was his first love. Even 'Judy' Taylor, whom no one ever accused of partiality toward sports, remembered Roberts' home run, with three men on the bases, in a game against Bowdoin. Judge Cornish remembered Roberts on the baseball field, crouching with hands on bended knees, and keeping up a steady chatter to affect the morale of the opposing team. "The grandstand," said Cornish, "was as much entertained by him as by the progress of the game." In 1889 Roberts, captain of the Colby team, had the highest batting average of any player in the four Maine colleges.

Interested as he was in sports, he knew how to keep them in their place. They never upset his sense of values. After a defeat on diamond or gridiron, he would say to the students: "We haven't lost the College; we haven't lost our honor; we've only lost a game." It came as no surprise to Colby students when their President took the lead in a movement for common eligibility rules in the New England colleges.

For at least fifteen years before Roberts became president the state of the college treasury had steadily worsened. In 1904, when it became necessary to write off certain investment funds as permanent losses, the deficit had been more than \$50,000. Though both 1907 and 1908 had shown small gains, it was not until the end of Roberts' first year in 1909 that the books went significantly into the black. In that year the surplus was over \$10,000; in 1910 it was nearly \$12,000; and each subsequent year until the nation went to war in 1917, saw income exceed expenses. This was accomplished partly by a rigid economy in maintenance; yet the years saw gradual increase in faculty, two new buildings, and steady additions to the endowment. Though he got the reputation of being a miserly spender of college funds, Roberts did spend them with careful determination that the College should get its money's worth.

The President's vigorous recruiting of men students filled the single dormitory and the fraternity houses to overflowing. At the December meeting of the Trustees in 1910, Roberts stated the living accommodations for the men had become woefully inadequate. There must be a new dormitory, he said, and work ought to start on it before the next meeting of the Board in June. Otherwise a new building could not be ready for the influx in September. He did not recommend an expensive building, but one to accommodate forty men at a cost not exceeding \$20,000.

As a result of this plea a dormitory was started between North College and the gymnasium in the spring of 1911, and was ready for occupancy when the big freshman class of 1915 arrived on the campus. The building cost \$21,363, only \$4,000 of which came in gifts for the purpose. More than \$17,000 came from current funds, without depleting the permanent funds of the College by a single penny.

When the new dormitory proved within three years to be inadequate to house the ever mounting number of men students, the Trustees voted, in January, 1915, to empower their Finance Committee to erect a second building, in size and design similar to the first. In June the Board voted to borrow \$20,000 to put up the dormitory, to be named in memory of Professor John Hedman, the brilliant teacher of Romance languages, who had died only a few months earlier. To pay the cost of \$21,300 the Board set up a campus building account, which in a few years was balanced by annual amounts set aside from room rentals.

At the same meeting in 1915 the Trustees belatedly took official action to approve what student opinion had done long ago. They named the first dormitory Roberts Hall.



New buildings provided only part of the demand for expenditures on the plant. Fire also played a part. On the evening of March 10, 1911, while all the members were attending their annual banquet in Augusta, the living quarters of the Delta Upsilon fraternity in the south end of North College were so badly burned that only the brick shell and a part of the first floor remained. Only the thick fire wall, that had been built between the north and south halves of the building when the fraternity housing system had been established in 1907, saved the north end from destruction. In addition to the loss by the College, loss of personal property by the inhabitants amounted to \$3500. Only a few items on the first floor were saved. Lawrence Bowler of the Class of 1913, a member of Zeta Psi, took the framed D U charter from the living room wall and handed it out a window to this historian, who took it to another fraternity house for safe-keeping. Some other first floor items were rescued, but everything in the student rooms above the first floor was lost. The carefully collected records assembled by Ray Carter, who was preparing a history of the Colby chapter of Delta Upsilon, went up in flames.

While the fire was raging, sneak thieves were busy in the north end of the building, where both money and clothing were taken from several rooms. If the miscreants lived in Waterville, they did not by any means represent the local citizenry. As they have always done in moments of college disaster, the townspeople immediately contributed to the students' relief. More than a thousand dollars was raised in less than a week, and many families opened their homes to house the D U boys.

In a few months the building had been restored, better than it had ever been before. Although the restoration cost \$6,000 more than the insurance provided, even the strictly economical Arthur Roberts declared the expense fully justified.

President Roberts was determined to produce additional permanent funds, not merely add to current funds by having more students. In 1910 he had told the Trustees, "We need increased endowment to increase salaries. It would be better if we were on the Carnegie Foundation. We must get on it, or get the money elsewhere." In spite of only a very small amount coming in as gifts, Roberts' first two years had netted such profits that the Trustees declared a salary bonus of one hundred dollars to each of six full professors—the men who had borne the brunt of that first difficult year, when there had been a big jump in enrollment without any additions to the faculty.

In 1913 the College received \$75,000 under the will of Levi M. Stewart of the Class of 1853, who had become a wealthy corporation attorney in Minneapolis. Although he had attended Colby only one year and had later earned his bachelor's degree at another college, Stewart had come from Corinna, Maine, and he never forgot the little college at Waterville, because it was there that the man who then taught Greek and Latin had inspired the Corinna boy to seek a professional education. Long after James T. Champlin was dead his kindness to a lad from a Maine farm brought \$75,000 to the College.

In 1914 came the first of Colby's loan funds for needy students. Significantly it was for the women. Under the bequest of Miss Jeanette Benjamin of Oakland, it provided income to make small loans to help deserving girls meet emergency expenses.

It was the annual Christmas Fund, however, which, previous to the war, was President Roberts' unique contribution to the college finances. It began in November, 1912, when Roberts sent out what he called a news letter to the

alumni. At the end of that letter he wrote the first of a long series of Christmas appeals.

The College needs money for current expenses and for betterments; so all graduates and former students, and all friends of the College, are asked to make a Christmas gift to the College this year. Although Christmas is a time of financial stringency, it is after all the season of giving, and at no other time of the year would the friends of Colby be so likely to join in their gifts to the College. Every thousand dollars thus contributed is the interest on twenty-five thousand. Many who could not give largely toward increasing the endowment will be glad to give what they can to help increase the income.

Roberts wasn't starting any elaborate campaign, nor did he set up an office to handle the returns. He wrote, "Gifts will be sent directly to me, and receipts will be returned by the College Treasurer." Then he characteristically added, "All who receive this letter will also receive, about the middle of December, a brief note of reminder."

Sure enough, on December 12, Roberts sent out the promised reminder. He wrote: "This effort depends upon everybody's giving something. A few large gifts and many of substantial size are hoped for, but interest and enthusiasm are not measured by money. A dollar bill may for one person be as expressive of love and loyalty as is a thousand dollars from another."

To a later generation the result seems modest and even disappointing. Two hundred and thirty-eight persons responded with a total of \$3,908. But Roberts was far from discouraged. Year after year, as long as he continued to live, he sent out his annual Christmas letter, and what had begun as a small response became a significant contribution to each year's operating funds. Roberts' successor carried on the practice for several years until the College turned the Christmas appeal into a regular alumni fund, which brought in large returns. When a young and energetic alumni secretary started that alumni fund, his task was made much easier because President Roberts alone, and without any help from the formal alumni organization, had schooled the graduates to annual giving in response to his Christmas appeals.

President Roberts, in those early years, had no secretary, and as late as 1913 there was no full time secretarial worker or clerk anywhere in the College. Jason Hagan, a member of the Class of 1913, doubled in brass as part-time stenographer and part-time household servant for the President. Roberts was a man who believed in doing everything for himself. A real secretary, taking office responsibility, would just be a nuisance. Roberts wouldn't have a telephone in his office, and none was installed until the administration of Franklin Johnson. When he wanted to contact someone, Roberts would either go directly to that individual, or go to the front of Chemical Hall and shout the name. The latter method was his usual way of calling the janitor, Fred Short. His booming voice would sound out, "Short! Short! Come here!"

As the College grew steadily larger and the administrative duties became more complicated, the Trustees showed increasing concern lest their President be using too much of his valuable time in clerical details that a lesser paid person could competently perform. On the insistence of Emery Gibbs, the Trustees, in 1914, had appointed a committee to investigate and make recommendations. At the annual meeting in 1915 the committee reported that the President's secretary, Mr. Hagan, did keep carbon copies of official correspondence, except for



the many letters which the President still dashed off in longhand. They felt, however, that Hagan would profit by even a short course somewhere in office practice.

The committee would relieve the President of duties rightfully belonging to the Treasurer, or at least to an officer on the campus who could serve as Assistant Treasurer or Bursar. It was absurd, the committee insisted, for the President of the College personally to make out the individual term bills.

The committee recommended that actually, instead of employing an additional person as Bursar, the offices of Treasurer and Bursar be combined, and that the new officer maintain an office on the campus. In addition to keeping the Treasurer's books, receiving money and dispersing it on proper vouchers, he would be the purchasing agent, would make out and submit the term bills, and would superintend repairs and maintenance, including supervision of the numerous student janitors. The committee generously suggested that such a resident treasurer could share a secretary with the President.

The committee concluded its report with these words: "We believe the College has the best man possible as its President, but we shudder at the prospect of the calamity that would befall the institution if it should be deprived of his leadership without a sustaining organization and staff which makes for efficient division of labor. As matters now stand, a crisis could bring disaster."

The committee had called in the services of a professional firm in Boston, whose representatives spent three days at the college "to investigate the business methods and recommend improvements." They found the practice of keeping carbons of only the more important outgoing letters to be unsatisfactory. "Since it is impossible to predict at the time when letters are written what correspondence may need to be referred to in the future, we strongly urge that carbon copies of all outgoing letters be retained and filed in systematic order."

Concerning the suggestion that Hagan get some training in a business office, the investigators said: "Believing that Mr. Hagan, the secretary, might profit by a visit, even if only for a day, to some well-managed business office, we expressed to the President our willingness to meet Mr. Hagan in Boston by appointment, and to give him opportunity to observe how certain details of filing and recording are carried on. The President said he doubted whether such a visit would be helpful."

The investigators strongly urged that the President be relieved of the task of making out the semester bills. Roberts was equally insistent that only he knew the facts in each case, and he was unwilling to entrust to anyone else the responsibility for so large a part of the College income. The investigators said they knew of no other college of Colby's size and standing that did not have either a full-time treasurer or a campus bursar who acted as assistant to a non-resident treasurer. They criticized severely the "outdated method" of issuing semester bills. "At the present time three copies of the semester bills are written out by hand in three separate operations by the President and student assistants, but it would be a simple matter for a properly equipped office to typewrite three copies simultaneously by the use of carbon paper."

The investigation showed that President Roberts was trying to do more than any one man could do. Hence some things were noted which demanded closer supervision. Concerning maintenance of the physical plant, the report said: "The President explained that the unsightly appearance of grounds and buildings resulted from the policy to make use of student service. He defended

that policy stoutly, saying that many students could not attend the college unless the college itself provided work for them. We have no objection to that policy. Student service can be made efficient if supervision is not relaxed in keeping those students at their tasks. At Colby the student workers are insufficiently supervised."

The investigators even went into the matter of the academic records. They said that colleges had almost universally abandoned the nineteenth century method of entering student records in bound books, and that a card system should be started at once. "Furthermore," they said, "the present form of record does not provide adequately for certain conditions peculiar to Colby and therefore badly needs revision."

So highly did the Trustees value the achievements of President Roberts that they were determined to have no quarrel with him over the issue of business management. They looked at the problem as one of bringing the President gradually, by persuasion and experience, to a readiness to delegate authority that no one man could permanently retain. The Board therefore refused, in 1915, to adopt the recommendations of their committee, supported as those recommendations were by professional investigators. Instead, the Board accepted the committee's report only as a report of progress, ordered that it be printed and submitted again to the Trustees at their mid-winter meeting, with such supplementary report as the committee should then care to make.

Apparently the committee was trying to come to an agreement with Roberts, for at the mid-winter meeting they said no action had yet been taken and they had no further recommendation to make, but asked for more time.

No mention was made of the matter at the annual meeting in June, 1916, but the situation came to a head when George K. Boutelle resigned as Treasurer in November. The grandson of Colby's first Treasurer, Timothy Boutelle, the local attorney and banker whom everyone called 'George K' had served faithfully as custodian of the college finances for fifteen years. His pressing duties at the bank and in connection with the new Kennebec Water District were enough to cause his resignation, but the clinching factor was his sincere belief that the committee's 1915 report, calling for a full-time treasurer, ought to be adopted.

At their annual meeting in June, 1917, the Trustees elected Frank B. Hubbard as Acting Treasurer, and a year later made him officially the Treasurer of Colby College. Thus began an association of ten years between two men of strong convictions, both devoted to the College, who worked together in the greatest harmony, with such improvement in management and in business procedures, that other suggestions in the 1915 report were either forgotten or received unobserved implementation.

Even if no action on office arrangements or business practices had been effected by the appointment of a full-time, resident treasurer, something happened which so upset the orderly routine of academic life that no one could be greatly concerned about treasurers and bursars, about book records versus card records, about purchasing agents and supervisors of student labor. A cataclysmic occurrence came on April 2, 1917, when the President of the United States, insisting that the world must be "made safe for democracy," asked the Congress to declare war against Germany. Colby College would be quite a different place until the war was over.





## CHAPTER XXIX

### *War Comes To The Campus*

**J**UST as had happened during the Civil War more than half a century earlier, Colby College was severely affected by World War I. A later chapter will be concerned with Colby's contribution to three wars; the province of the present chapter is the effect upon the College of the First World War.

To no one in the country, and especially not to informed college officials, did American entrance into the war come as a surprise. Ever since the sinking of the *Lusitania* in 1915, our involvement had become increasingly certain. When the blow fell, in April, 1917, President Roberts was determined that the first duty of trustees, faculty, and students must be readiness for any sacrifice in the nation's behalf. Roberts therefore took no action to deter immediate, even hectic, enlistment of college students into the armed services.

When the Trustees held their spring meeting on April 28, Roberts reported that forty students had already left college for the armed ranks, and that a drill company of ninety men had been formed on the campus, under command of a National Guard officer, A. Raymond Rogers, a Colby senior who would receive his diploma in June. On May 16, the *Echo* stated that the number of student enlistments had risen to fifty-two. By that time Lieutenant Rogers had himself been called to active duty with Company H of the National Guard, and his place had been taken by a Waterville citizen, Lieutenant Fred McAlary. Student leaders of the Colby Military Company were three boys who had prepared for college at private military academies: Captain A. J. Miranda from New York Military Academy, First Lieutenant Hugh Pratt from Peekskill, and Second Lieutenant Eliot Buse from Tennessee.

Should academic recognition be given to the men, especially the seniors, who enlisted between April and the normal ending of the college year in June? On May 21 the faculty voted to grant degrees to nine seniors who had entered the armed services. Because of pressure from Washington to make an all-out, national effort to increase agricultural production, the faculty not only permitted John K. Pottle, 1918, to go home in early May to plant his farm, but granted his later request that he be allowed to remain on the farm without further attendance at classes during that college year.

When, in the fall of 1917, the three classes from 1918 to 1920 returned to college, their ranks had been heavily depleted by enlistment. The seniors had lost 24, the juniors 24, and the sophomores 16. Yet, because of a large freshman enrollment, there were still more men than women in college. The enrollment picture in October, 1917, six months after the country entered the war, was as follows:



	Men	Women	Total
Seniors	22	43	65
Juniors	34	30	64
Sophomores	44	31	75
Freshmen	82	58	140
Special	6	3	9
	<hr/> 188	<hr/> 165	<hr/> 353

As the first rush to enlistment subsided, cooler heads all over the nation saw that many a young man might render the best patriotic service by remaining in college. Newton Baker, Secretary of War, issued the following statement.

We do not want to chill enthusiasm; we want rather to preserve and cultivate it. But we must be discriminating in our enthusiasm, and not get the notion that one is not helping his country unless he enlists in the armed services. For some of our young men, their major usefulness lies in their remaining in college, going forward with their academic work until their call comes under selective service. Even those physically disqualified for active service can render valuable non-military service in many areas. Every young man in our colleges, regardless of his age or physical condition, has some reputable part to play in this national emergency.<sup>1</sup>

Toward men who had already completed college, the attitude was different. In November President Roberts could proudly inform the alumni that one-third of all men who had been enrolled in the Classes of 1916 and 1917 were in some branch of the service.

In January came an acute shortage of coal. In order to save fuel, Shannon Hall was closed and physics instruction was conducted in Coburn Hall. A drastic schedule of classes was adopted. The usual eight and nine o'clock classes were transferred to 1:30 and 2:30 respectively. The customary 2:00 and 3:00 o'clock classes met at 3:30 and 4:30. The old schedule still applied on Wednesday and Saturday, for not even war could break the strong tradition of half-holiday on those days. Military French met once a week, at 7:15 on Monday. Faculty and students entered heartily into the formation of "chopping clubs," which met regularly to cut wood for fuel to replace the precious coal. Said the U. S. Fuel Administration, "Every cord of fuel wood saves the mines from producing and the railroads from hauling three-fourths of a ton of coal."

The calming influence of President Roberts and helpful messages from the Secretary of War had not been sufficient to stop the student enlistments. So, just before the opening of the second semester in February, 1918, the *Echo* was impelled to publish a warning editorial.

Last summer the high school graduate was urged to enter college, and the college undergraduate was urged to return, as a patriotic duty, in order to prepare himself for greater service to his country. His duty is now unchanged, and so far from being a slacker, the man who remains at his studies until called is as much a patriot as any of those whom we honor for answering the first call to arms. Each one, before throwing aside his books to enter the service, should consider carefully whether, by so doing, he is really showing the truest patriotism. By means of selective draft—the truly democratic method—all the men needed can

be called at any time. Colby is proud of her many loyal sons enrolled in the fighting power of the United States; but she is no less proud of her other sons who, by sturdy application in the midst of excitement and fervor, are laying a sure foundation for practical patriotism later on.<sup>2</sup>

By mid-winter enlistments had indeed dwindled, college routine had become well established, and, as frequently happens, the thoughts of students turned to lighter things. They complained that war conditions, especially the fuel shortage, had caused an unwarranted dearth of social affairs.

Promptly heeding the *Echo's* suggestion, President Roberts invited all the students to be his guests at a dancing party in the gymnasium on the evening of March second. The *Echo* exultantly reported:

At 8:15 sharp the music began, and it was enjoyed until eleven, when the dancers reluctantly retired from the floor. The college banjo orchestra, composed of Conlon, Lewis Sussman, and Hois, delighted those present by their excellent music. After the fifth dance, refreshments consisting of ice cream and saltines were served by the efficient college caterer, "Pip" Small, who was a most popular figure at the party.<sup>3</sup>

The Military Company, despite its enthusiastic start, had come in for sharp criticism before college closed in June, 1917. Said the *Echo*, "The purpose should be not to develop a prize drill squad, but to prime Colby men in the fundamentals essential to an officer's training." The paper urged that the College attempt to secure the establishment on the Colby campus of a unit of the Reserve Officers Training Corps, familiar on the campuses of the land grant colleges. The company had been hard hit by many of its most enthusiastic members leaving for active service, and it had been difficult to replace them. President Roberts' announcement that, beginning in September, 1918, military training would be compulsory for freshman men, had given the company promoters renewed hope, but much still needed to be done in order to arouse sufficient support from upperclassmen.

In its last issue before Commencement, the *Echo* summed up the year's activities.

The College has had to adapt itself to war conditions. The fall semester opened late. Our armed services demanded men and our upper classes suffered. The entering class was smaller than usual. One dormitory was closed. The fuel shortage caused serious difficulties. In athletics, a football schedule was fully played, although the season began late. Track was dropped entirely. Baseball was highly successful, with our capture of the state championship. The Military Company did credit to its officers and a good preparation was made for a hoped-for establishment of ROTC. Colby dramatics were maintained and the musical clubs made several public appearances. Generally speaking, the College has shaken itself down to sound, sober fundamentals, without hysteria, full of subdued patriotism and ready for any sacrifice.<sup>4</sup>

At Commencement in 1918 President Roberts announced that more than half of the undergraduate men were now in the service. He said, "On the College service flag are 343 stars, and more are constantly being added."

Between Commencement and the fall opening in 1918, an event of up-setting importance had occurred. Convinced that five million American troops



must be sent overseas at the earliest possible moment, Congress had voted to lower the draft age from 21 to 18 years. Suddenly almost every male student in every American college was affected. To prevent a complete debacle in college instruction, the Government had established the Student Army Training Corps, enrolling college students in the military service and putting them under military instruction on the college campuses. No such student could expect to remain in college longer than nine months, or the extent of one normal college year. The Government ordered the colleges to divide the year of 1918-19 into three terms of three months each. Students eligible for military service who had already reached their twentieth birthday would remain in college for one term only; those who were nineteen years old would have two terms, and the eighteen-year-olds would stay through all three terms.

Because of the difficulty of setting up units of the SATC on such short notice, college openings all over the country were delayed. Colby's opening was set for October second, but before that day arrived, Spanish influenza hit the whole nation with the worst epidemic the country had seen since the yellow fever ravages of the mid-nineteenth century. Before early October few cases had broken out in Maine, but the opening of the colleges brought infected persons from Massachusetts, Connecticut, and New York, where the disease had already struck hard. Within twenty-four hours of the arrival of the first prospective SATC men in Waterville, six cases of influenza had already appeared. The opening of College was at once postponed for a week. Even then only the SATC men could be registered and they were immediately placed under quarantine. The women could not elect courses until October 19, and then only the women living in dormitories could attend. The campus was quarantined against all commuting students and all visitors. Commuting women did not come to classes until November fourth.

In October, 1918, all except a few exempted undergraduates were sworn into the national service. Five officers, detailed by the War Department, took headquarters in Chemical Hall. The President and faculty continued to meet in regular session, but aside from discussing this or that policy set forth by the Government, they took no important part in the work of running the Men's Division. Their duties of teaching were closely defined, either through official documents, which came in an endless stream, or through inspectors who frequently visited the College.

It became evident very early that the aim of the Government was to have students accomplish in three months what was ordinarily done in a year. 'Intensive instruction' was a term frequently heard. No faculty member was permitted to question a student's ability to master a language or a science in three months, while at the same time he memorized 200 pages of drill instructions.

The Government required that, for every hour of recitation or laboratory, there should be two hours of supervised study. The college chapel was therefore turned into a large study hall. The plan proved profitless, because confusion resulted from the constant coming and going of students, to meet the class schedule, and because the officers constantly interrupted to pass out government documents or issue confusing orders. With study hours so useless, 'intensive instruction' became an illusion. Day after day students attended recitations for which they had found not a single hour of preparation. Furthermore, many students were detailed to KP and guard duty. Frequently a dozen men were absent from important lectures or quizzes, and because of the tight schedule they had no opportunity to make up the lost work.

The confusing situation was not improved by the youth and inexperience of the army officers sent to take charge of the unit. They were all young men of ability and character, but most of them had seen only a few months of officer training and no combat service. Worst of all, every one of them held the lowest possible commissioned rank, that of second lieutenant. If President Roberts had not combined his patriotism with a keen sense of humor, he would certainly have rebelled against taking orders from a young 'shave-tail' whose shoulder-bars were so glaringly new. As a matter of fact, because the C. O., Lieutenant James Armstrong, was a Princeton gentleman and a well-trained young officer, he and President Roberts got on surprisingly well.

In organizing a unit of SATC at Colby or any other college, confusion and mistakes were bound to occur. Declaration of war found the government wholly unprepared for such a plan. Under pressure from the colleges and universities the government had devised a hasty and fully worked out scheme to avoid emptying the colleges. It is surprising that in the short period between early August, when the draft age was reduced to eighteen, and early October, when the colleges opened, any organization was ready at all.

To prepare for the staffing of the SATC units with military instructors, camps were set up at Plattsburg, New York, Fort Sheridan, Illinois, and Presidio, California, where student trainees were taught how to give military instruction to other students. Attending the first camp at Plattsburg were Professor Homer Little and fourteen students, among whom were such later prominent alumni as John Brush, Robert Wilkins, Clark Drummond, and Harold C. Marden. Commissions were given, after two months, to nearly all men enrolled at Plattsburg, and those lieutenants were forthwith sent to colleges all over the country to act as SATC officers. Instead of returning to Colby in October, four of the Colby contingent at Plattsburg went as second lieutenants to other colleges.

Only the fine cooperation between the young army officers and the college faculty prevented at Colby the chaos caused by SATC on many another campus. It was impossible to issue from Washington orders which should apply alike to four hundred different colleges; yet high echelons in Washington deemed uniformity essential. It soon became clear, however, even to the 'top brass,' that much initiative must be left to the individual college if the program was to get started at all. Some of the problems at Colby concerned the rearrangement of physical equipment to meet soldier needs; the establishment of a mess hall in a college that had operated no men's commons for many years; and the organization of schedules for both soldiers and civilians, with especial care not to neglect the college obligation to its women students. Only President Roberts' quick appreciation of each new situation and his ability to persuade the young C. O. to make needed changes within local authority prevented the utmost confusion, for officials in Washington proved quite unable to issue prompt replies to inquiring telegrams.

During two weeks prior to the opening of college, hectic preparations were made. North College and South College had to be emptied of fraternity possessions, and their home-like quarters were hastily converted into barracks. The old gymnasium became a mess hall with adjoining kitchen.

On Registration Day, Colby tried to conduct its usual election of courses, but results were far from usual. For a fortnight Professors White, Parmenter, and Libby had been working out a schedule of courses. Even before college opened, the schedule had been changed several times, as new orders came through from Washington. As Professor Libby later reported: "The committee, although



having made faithful effort to become familiar with all the government literature dealing with SATC, found itself unable to give students the information needed for intelligent election of courses. The committee made the best guesses it could, and fortunately made no serious mistakes."

The spirit of cooperation and of patriotism with which all persons connected with the college attacked the difficult task is revealed by an editorial appearing in the *Colby Alumnus* in October, 1918.

Here is a college built up of traditions of a hundred years, whose spirit has been one of marked democracy, and in whose halls of learning teacher and student have met in friendly interchange of views. It is now a college changed over night into an armed camp, with officers in charge who do not know the ancient traditions, and with gaps between officers and privates that permit no bridge. Boys who have anticipated the study of Latin under Professor Taylor are denied that privilege, for Latin has been ruled out as not teaching war culture. Cicero looks down on weighing scales and examining physicians, and his nostrils are filled with perfumes of the pharmacy.

The college, from an academic point of view, will continue under many handicaps, but the college authorities, from President Roberts down, are determined to do whatever is required to win the war. While the delightful spirit of comradeship and close communion of interests has passed for a day, it will surely return when the war has ended, stronger than ever.<sup>5</sup>

What did Colby men study during the few months when SATC reigned on the campus? As has already been indicated, the whole unit was divided into three sections according to age. A man's specific program depended upon the branch of the service for which he proposed to train under the C. O.'s approval. Group I included infantry, field artillery, and heavy coast artillery. Group II was the Air Service. Group III (Ordnance and Quartermaster Service) was not offered at Colby. Group IV was the new Chemical Warfare Service. The final Group, V, was for the Motor Transport and Truck Service. All the groups had basic military instruction, a course called War Issues, and Military Law and Practice. Other subjects differed according to the group. For instance, Group I had Surveying and Map-Making, while Group II had Elementary Physics and Navigation.

The oldest section—the twenty-year-olds—had no elective subjects, because it took 53 hours a week of classroom and supervised study for them to complete merely the military requirements during the short three months they were permitted to remain in college. But the nineteen-year-olds, with two three-month terms before them, and the eighteen-year-olds, with three terms, were allowed to elect what were called allied subjects. Those elective possibilities included English, French, German, Mathematics, Physics, Chemistry, Biology, Geology, Geography, Meteorology, Astronomy, Hygiene, Descriptive Geometry, Mechanical Drawing, Surveying, Economics, Accounting, History, International Law, Military Law and Government, and Psychology.

Who taught what? Professors Parmenter and Weeks gave instruction in Chemical Warfare. Professor Trefethen, with his long experience editing the *Maine Farmer's Almanac*, was ideally prepared to teach Navigation. Professor Chester taught the course in Sanitation and Hygiene. The program in War Issues was divided into three courses, each covering a single term. In the first term,

Causes of the War was taught by Professors Black and White; in the second term Governments and Political Institutions of the Nations at War was in the hands of Professor Black, while Economic Aspects of the War was taught by Professor MacDonald. President Roberts and Professor Libby together conducted the course called Philosophical Aspects of the War, and Literatures of the Nations, combined with English Composition. Professor Libby taught Military English, while Professor Helie had Military French (originally introduced by Professor Clarence Johnson) and Professor Marquardt had Military German. Professor Trefethen taught Plane Trigonometry, while President Roberts himself had the course in War Psychology.

In spite of confusion and influenza, the Colby SATC made a splendid record. When Professor Gregory of Yale visited the campus as SATC inspector, soon after the program had started, he found the work well under way. Colby's distinguished graduate, George Otis Smith, 1893, wrote to President Roberts: "Professor Gregory of Yale, who was the first government inspector to visit Colby, told me that, of all the New England institutions he visited, none made such a good showing as Colby. He specified the excellent outlines and circulars prepared at Colby, copies of which he took for models for use elsewhere. He especially mentioned that no time had been lost in getting started."

During 1917-18, before the organization of SATC, the Colby fraternities had continued to be active, though they had lost many members by enlistment. With the coming of SATC, all was changed. The Government clearly had no sympathy with fraternities in war time, and on October 16, 1918, the War Department issued the following order:

Appreciating that fraternity activity is an important factor in American colleges, and realizing that such activity will be fundamentally affected by the new system of education and training, the War Department would make clear its position. Considering that fraternity activity and military discipline are incompatible, the Department deems it for the best interests of the Service that the operation of fraternities in institutions where units of SATC are established shall be suspended for the period of the present emergency. By 'fraternity activities' is meant the social side of fraternity life, the living of members together in fraternity houses, and functions or meetings of a ceremonial nature.

Suddenly it was all over. On November 11, 1918, came the Armistice, and within a few weeks, the Colby SATC unit was demobilized.

In Waterville the signing of the Armistice was announced by the sounding of the fire siren at 3:25 in the morning. Huge bonfires were lighted and people thronged through the streets long before daylight. In the afternoon there was a hastily organized parade in which the Colby SATC marched in ordered ranks. The sudden assembly of hundreds of people from the surrounding towns, for this spontaneous rejoicing, had one bad effect. It revived the influenza epidemic in even more virulent form, and on November 15 the College was again placed under quarantine. Even the faculty were not permitted to enter the campus and no classes could be held. By November 20, although no cases had yet appeared in the women's dormitories, conditions in the city were so alarming that it was decided to let the girls go home until early December. Meanwhile more than thirty cases had appeared among the boys in the SATC, and two of them, Hugh Kelly, 1921, and Wilbur Blake, 1922, succumbed to the dread disease.



When the SATC was finally demobilized on December 10, the *Echo* sounded the following valedictory.

The SATC at Colby is no more. Peace has come and, after two months in the service of our country, we are to be disbanded. They have been trying months. We were thrust into the whirlpool of a difficult combination of academic and military life. Furthermore, most of our short army career has been spent in quarantine, and two of our men have died. Classes have started and stopped, making our academic work of little value. Our hopes of going to officers' training school have been dashed. It has been a period to discourage the most optimistic among us. Yet the experience has not been wholly without benefit. The difficulties under which we worked have made us better men. Our college spirit is better, for we have not been divided into fraternity cliques. Our officers have been kind and courteous gentlemen and good disciplinarians. We wish them Godspeed as they leave, and we hope they will ever bear a warm place in their hearts for us.<sup>6</sup>

One of the first casualties caused by SATC had been the *Echo* itself. After college opened in October, 1918, no issue was published until December 12, two days after the SATC had been demobilized. That an issue of the *Echo* could appear so soon after the departure of military regime, especially since there were no classes held between December 9 and January 2, speaks much for the virility of journalism and free expression at Colby.

In that reborn *Echo* there appeared a contribution specifically concerned with kitchen police in the SATC written by the young man who became the chairman of the Colby Trustees during President Bixler's administration, Neil Leonard, 1921.

It would be thrilling to say that on one sunny morning a sergeant of the guard knocked at my door and said, 'Leonard, would you kindly favor the U. S. Government by serving on KP for the remainder of the day'. But that is not what happened. On a cold, rainy morning the sergeant, sleepier and grouchier than I, if that could be possible, kicked open my door and pulled me out of bed, saying, 'Snap to, you're on K. P. Get over to the mess-sack.' So, in trenches of grease, I labor until 7 P. M. I would not mind washing, wiping and polishing dishes for the Colby unit, but the pile I tackle would, I swear, suffice for the combined allied forces. When the last dish is washed, I scrub the floor, then proceed to peel all the potatoes in Aroostook. After I have proved that I would make an ideal housewife, Lieutenant Ruppert, recognizing my superior ability, keeps me constantly on the job. Other men can sing of 'Flanders fields where poppies grow', but my song must be

'In mess-shack where the dust doth blow

Between the benches row on row.'

That's where I fought out the war.<sup>7</sup>

The academic work of the first semester of 1918-19 had been so badly disrupted, both by the SATC schedule and by influenza, that when students dispersed to their homes in December, it was uncertain how many would return in January. It was assumed that most of the women would be back, but what about the men, whose instruction, housing, and sustenance had been paid by the government? How many would find it financially possible to return?

President Roberts issued to those men and their parents the following appeal:

Members of the SATC should make every effort to complete the year's work here at Colby. A year just now is altogether too valuable to be wasted. The College stands ready to provide financial help for all who need it. There are plenty of opportunities for self-help. The training of the past three months and the academic work from January to June will together make a thoroughly good year of preparation for the future. It is an opportunity we cannot afford to neglect.

Professor Henry W. Brown, who at that time served as secretary of the College YMCA, did a remarkable job in finding work for many returning men. Waterville citizens were generously responsive to the need; the College increased its scholarship appropriation; and a loan fund was established. As a result, in January, 1919, there returned to college a total of 211 men, actually 23 more than had been enrolled in the fall of 1917, when the minimum draft age had still stood at twenty-one years. By classes the enrollment figures were:

	Men	Women	Total
Seniors	24	26	50
Juniors	30	20	50
Sophomores	61	51	112
Freshmen	74	47	121
Special	22	9	31
	<hr/> 211	<hr/> 153	<hr/> 364

This remarkable achievement must be credited almost wholly to the persistent efforts of President Roberts and to the implicit confidence of students in his ability and determination to see them through financial difficulties. That Colby enrollment so rapidly returned to normal and moved on to new heights was due chiefly to the man at the helm.

President Roberts pushed forward plans for return of former students at the opening of the second semester on March first. A large number of Colby men who had been in active service now sought to complete their college course. On February 19 President Roberts told the faculty that he already had so many assurances of return by these men that their cases required special action.

This was the first mention in the faculty records of the important matter of academic credit for war service. The President pointed out that Dartmouth had adopted the policy of a full year of college credit for a year's service in the armed forces, while Harvard issued to such men a diploma bearing the statement that part of the credit was for war service. The President then stated that Colby was prepared to be liberal to returning students who had seen service, and that men who returned that spring and would normally have graduated in June, 1919, ought to be given their degrees if they completed satisfactorily the final semester.

President Roberts asked and received faculty approval of his disposition of the case of a young man who later became Central Maine's most famous specialist in diseases of the eye. "I told Howard Hill," said Roberts, "that he had better enter medical school at once, rather than return here to graduate in June. I assured him he would be given his Colby diploma when he finished his first year at medical school."



In April, 1919, in response to a vote of the Trustees, President Roberts appointed Professors Libby, Grover and Taylor a committee to make recommendations to the faculty concerning a definite plan of academic credit for service experience. The committee proceeded to ascertain the practice at other colleges, and on June 12 reported that no uniform policy had been developed, but that each college was acting on its own initiative. Amherst was granting the degree to men who lacked no more than a year of course credits necessary for graduation. Dartmouth granted fifteen semester hours to men who had been in the service from three to nine months, and thirty hours (equivalent to a full college year) to those whose service exceeded nine months. To men who returned to college between January and June of 1919, and completed that semester, Bowdoin gave a full year's credit, and men unable to return were presented certificates of honor. Bates had adopted a plan which offered a full year of college work during the months remaining between the demobilization of SATC and commencement; the period from January to April constituting one semester, and the period from April to June another semester. Surprisingly the President of the University of Maine had reported no demand for war credit on the part of the University's returning service men. He wrote: "They are anxious to get back to the University and do the work necessary for their degrees."

Action having already been taken to give returning service men at Colby an opportunity to complete as much as a year's work between January and June of 1919, the faculty adopted the following recommendations of the Libby committee to govern the granting of war credit to students returning after June, 1919.

1. That all men who left college to enter military service be encouraged in every legitimate way to return and complete their education.
2. That each case be considered on its merits and no blanket rule be adopted concerning academic credit for war service.
3. That to former students with war service who now enter upon professional study in law, medicine, divinity, or technology, the college grant the usual college diploma when such students shall have completed the first year's work in professional school, provided each such student shall have had at least one year of military service.
4. That each student who applies for credits for military service and who had completed such college work as to place him within one year of graduation, shall be required to furnish a certified military record, showing time of enlistment and discharge. His case shall then be referred to a special committee of the faculty for full review and with power to determine whether the time devoted to military work and its character shall entitle the applicant to a Colby degree without further attendance at the College.

In spite of the confusion and frustration caused by the SATC, the experience had convinced the college authorities that some permanent arrangement with the government would be a safeguard in case of the recurrence of war. The President therefore appointed Professors Black, Parmenter, and Ashcraft a committee to investigate the possibility of establishing a unit of the Reserve Officers Training Corps. After a thorough study of the plan, and considerable correspondence with Washington, the committee reported that they considered the plan not feasible at Colby, although some other plan could perhaps be worked out that would be more attractive to students. The matter was then dropped, and Colby had to wait

for a new war and a new campus before a unit of any ROTC was established in 1951.

As soon as the SATC had departed, the fraternities were revived. On January 10, 1919, the *Echo* said:

Three months ago, on the establishment of the SATC unit, no one knew what attitude the government would take toward fraternities. Consequently all six of our fraternities adopted a hesitant policy. Pledge-pins were just beginning to appear when the government ordered suspension of all fraternity activities. Now that the SATC has been disbanded and we are all civilians again, the fraternities are returning to their natural existence. Nearly all have resumed living in their houses, which have suffered much from their occupancy by strangers who have given the places careless treatment. It is a great relief to all fraternity men to be again in control of their residences.

Thanks to the wisdom, patience, and patriotism of President Roberts, the careful financial management of Treasurer Frank Hubbard, the over-time, uncompensated hours of a loyal faculty, and the enthusiastic response of the students, the College had come through the trying experience of war triumphantly. In June, 1919, Colby issued her first degrees to returning veterans. College work was again normal, and attention could be given to the coming celebration of Colby's hundredth anniversary.





## CHAPTER XXX

### *The Centennial*

**L**ONG before the momentous June days of 1920, when Colby celebrated the completion of its first hundred years, the authorities had laid plans for that significant observance. In Chapter XVIII we have shown that the year 1870 had been selected for the fiftieth anniversary because the institution, despite its 1813 charter and its 1818 beginning of classes, was not a degree-granting college until it received its new charter from the State of Maine in 1820. That conclusion is supported by a statement published in the *New York Times* on March 2, 1913.

Colby College, which was brought into existence by the act of the Massachusetts Legislature on February 27, 1813, granting a charter to the Maine Literary and Theological Institution, celebrated its one hundredth anniversary on Thursday. The year before, in 1812, a charter committee named by the Baptist associations of Maine, had labored vainly to obtain a charter, and it was granted in 1813 only on condition that the institution should not give collegiate degrees. *For this reason there was no formal celebration this week at Colby, the college trustees deciding to wait until 1920, one hundred years after the State of Maine empowered the college to confer degrees.*

The first mention of the coming centennial did indeed occur in 1913, but it was four months after the date of the hundredth anniversary of the charter. On June 23, 1913, the Trustees appointed a committee, composed of President Roberts, Emery Gibbs, and Fred Preble, to consider proper observance of the one hundredth anniversary of the College. A year later the committee was continued and was instructed to report at the mid-winter meeting. On January 28, 1915, it recommended:

1. That a thoroughly planned and an efficiently conducted campaign be undertaken for a very large increase of the endowment fund.
2. That, at the next commencement, a special committee be appointed, to which shall be given full power and ample scope for the realization of the plan.
3. That the centennial celebration itself be made as significant as the noble history of the college justly demands, and as far reaching as the present great achievements of the college rightfully deserve.
4. That, inasmuch as two years, in the judgment of the committee, seems sufficient time to arrange for the exercises of the celebration,



it is not necessary at present to take into definite consideration the matter of public demonstration.

5. That, when the suitable time comes for exact and energetic action, a special committee be named to arrange for and carry out the most complete and inspiring program that can be devised.

Thus matters stood until December 21, 1918, a little more than a month after the signing of the armistice that ended World War I. Peace had returned to the nation, and plans could now be definitely formulated for the Colby centennial. The Trustees therefore instructed their chairman, Judge Leslie C. Cornish, to name a committee to arrange for the occasion. Judge Cornish appointed one professor and four trustees on that important committee, with the professor as chairman. Comprising the committee were Professor Herbert C. Libby, Norman L. Bassett, Woodman Bradbury, Rex Dodge, and Reuben Wesley Dunn.

The choice of committee chairman assured a magnificent and efficiently managed centennial, for every task to which Professor Libby had given his attention since President Roberts called him to the faculty in 1909 had been brought to a successful conclusion. Long before 1920 his Department of Public Speaking had won wide renown. It became a "must" with Colby students to take Libby's Public Speaking, and many a timid boy first gained his ability to face a group of people with convincing words under Libby's dynamic, sometimes sarcastic, but always helpful instruction. He had induced prominent alumni to donate prizes for a whole series of speaking contests. While they were still undergraduates, his students had been sent by him throughout Maine, to deliver addresses on public occasions, such as Memorial Day. Furthermore, Libby knew his boys and followed their careers after they left college.

With such unfailing interest in Colby's product, it was natural that, when the founder of the Colby *Alumnus*, Librarian Charles P. Chipman, gave up its editorship, Libby should take over the alumni magazine. And what a magazine he made it! No adequate history of the College would be possible without constant reference to its files.

When World War I called for Colby men to enter the service, Libby determined that every enlistment, every promotion, and every significant happening to every Colby man in the war should be recorded. From the summer issue of 1917 until long after the armistice, he filled every quarterly issue of the *Alumnus* with Colby's contribution to the war and the effect of the war upon Colby. It is his voluminous account of the SATC that has furnished much of the material for the previous chapter. During the war he kept up an enormous correspondence with Colby men in the service.

When it fell to Judge Cornish to appoint a centennial committee, the Judge well knew that one Colby man was closer to the alumni than was any other individual, and he knew also that here was a man who would see the task through to brilliant success. Judge Cornish unhesitatingly named Herbert Libby as the committee chairman.

The intended scope of the celebration was revealed in the fall of 1919, when Chairman Libby announced the formation of twenty-two special committees, divided into five groups, each responsible to one of the five members of the general committee. In Group I, responsible to Mr. Bassett, were the committee on Speakers with George Otis Smith, 1893, as chairman; the committee on the Anniversary Dinner, headed by Harry S. Brown, 1899; and the committee on Memorial Services, chaired by Franklin W. Johnson, 1891. Group II, responsible

to Mr. Bradbury, contained the committee on Pageant, under Miss Adelle Gilpatrick, 1892; on College Sing, under Cecil M. Daggett, 1905; on Alumnae Luncheon, under Miss Florence E. Dunn, 1896; and on Class Reunions, under Leon C. Guptill, 1909. In Group III, responsible to Mr. Dodge, were the committees on Publicity, headed by Fred Owen, 1887; on Music and Concerts, under J. Colby Bassett, 1895; on Torchlight Parade, under John Nelson, 1898; on Alumni Luncheon, under Hartstein Page, 1880, and on the College Song Book, headed by Stephen Bean, 1905. Group IV, responsible to Mr. Dunn, had important historical responsibilities. The Committee on History of Colby was headed by Dana W. Hall, 1890, and contained such rather well known alumni as William Crawford, 1882, Mary Low Carver, 1875, Edward Mathews, 1891, William H. Looney, 1877, and Clarence Meleney, 1876. The Trustees had commissioned Edwin C. Whittemore, 1879, "to enter at once upon the work of writing a history of the College to be ready for distribution at the Centenary Celebration." It was the duty of the Committee on History to arrange for publication and distribution of Dr. Whittemore's book. Because of the pressure of his denominational duties, Dr. Whittemore was unable to complete his history in time for the centennial, although he was able to report substantial progress at that time. The book was eventually published in 1927.

Another committee in Group IV was that on the *General Catalogue*, headed by Professor Charles P. Chipman. As editor of that 1920 *General Catalogue* Professor Chipman accomplished a task for which many Colby alumni have been grateful. It is highly regrettable that no issue of that comprehensive alumni directory has been published in the forty years that have since elapsed. An occasional directory of living alumni is not enough. Every college should publish, at intervals not longer than ten years, complete summarized information about all persons, living and dead, who have ever been connected with the institution.

The dates for observing Colby's hundredth anniversary were deliberately set late in June to accommodate the large number of alumni teaching in public and private schools, as well as in other colleges and universities. It was felt that the last week in June would avoid any possible conflict with other graduations. So it came about that a vast horde of Colby men and women assembled in Waterville for the exercises which extended from June 26 to 30.

On Saturday evening, June 26, the program began with the usual Junior Exhibition in the First Baptist Church. On the following morning, in the City Opera House, President Roberts delivered the baccalaureate sermon, taking as his text, "Give and it shall be given unto you." Conscious that there were ultra-conservatives among the Baptists who complained that Colby was not strict enough in teaching Baptist tenets, Roberts made definitely clear his own position as head of the College.

A Christian college is not a place where Baptist Latin or Baptist chemistry is taught, but rather a place where wisdom is held to be quite as important as knowledge; where learning is looked upon as a means of life and not as an end in itself; and where character is considered quite as necessary as scholarship for human equipment. Other things being equal, I believe one gets a sounder education under teachers who are men of religious faith than under those who are not. The philosopher or scientist who takes it for granted that this is God's world and He is working out His plan and purpose in it, is more likely to find the truth than he who begins by eliminating God from the universe.<sup>1</sup>



On Sunday afternoon, in a big auditorium tent erected on the campus, were held appropriate exercises in memory of the nineteen Colby men who had died in the First World War. With his customary eloquence, Professor Libby told of Colby's experience in the war, and proudly announced that 675 of Colby's 2300 living male alumni had been in some form of the military service, and that more than half of the 675 had risen above the rank of private. Fifteen Colby men had been cited for distinguished service. Of the nineteen Colby men who gave their lives, Professor Libby said, "With but one exception, I knew all of them personally. Most of them I taught in my classes. From many of them I had received personal letters while they tarried in camps and later when they crossed the dangerous seas to engage the foe on foreign soil."

Representing the armed services on the program was General Herbert M. Lord, 1884, Director of Finance of the U. S. Army. Following his address, the assembled Colby veterans of the war marched forward in ordered ranks to be presented individually by President Roberts to General Lord, who pinned on each man's breast the Colby service medal, designed by Norman Bassett. The medal's obverse side showed a soldier and a sailor leaving a college classroom; on the reverse side Elijah Parish Lovejoy was shown defending his press. Most moving scene of all was the presentation of medals to the parents of those Colby men who would never return.

On Sunday evening President William Faunce of Brown delivered the Phi Beta Kappa address on the topic "The Meaning of America."

On Monday afternoon appropriate exercises marked the presentation to the College of the Lovejoy bookcase. The principal speaker was Norman Bassett, who portrayed Elijah Lovejoy in the centennial pageant, and who had spent many years collecting Lovejoy memorabilia for Colby. Mr. Bassett described how the bookcase was made and how it happened to come to the College.

Lovejoy's home on Cherry Street in Alton was a plain square two story house; to this home he brought his wife and little son. The house was taken down in 1890. Visiting in Alton at this time was David Loomis, the sole survivor among those who had defended Lovejoy's press on the tragic evening of November 7, 1837. Loomis took from the old house several timbers, from which he caused to be made a bookcase. Upon Loomis' death, his niece, Mrs. George K. Hopkins, became the owner of the case. Learning of our centennial, she decided that the place to put this memorial permanently was Lovejoy's college. And here it is!<sup>2</sup>

Accepting the bookcase for the Trustees, Judge Wing made appropriate remarks and placed, as the first book in the case, a rare volume bearing on its title page "Memoir of the Rev. Elijah Parish Lovejoy, who was murdered in defense of the liberty of the press at Alton, Illinois, November 7, 1837. With an introduction by John Quincy Adams. Published by John S. Taylor, Corner of Park Row and Spruce Street, New York, 1838."

On Tuesday afternoon was presented the Centennial Pageant, depicting the development of the College from its earliest days. The author was Miss Adelle Gilpatrick, 1892, and the producing director was Miss Lotta Clark of Boston. The production was given out of doors on the lower campus between South College and the river. The musical chorus was directed by Mrs. Clarence White and Mrs. Harriet Bessey was in charge of costumes. The unfolding history of Colby was presented in eleven scenes: the Baptist Ideal, the Founding, the Martyrdom of Lovejoy, The Spirit of '61, Sam a Freed Slave, Colby's Daughters,

Colby's Preparatory Schools, Colby's Benefactors, Missions, The Great War, Colby of Today and Tomorrow. William Abbott Smith, 1891, portrayed the part of the first president, Jeremiah Chaplin, while Mrs. Chaplin was acted by Ethel Merriam Weeks, 1914. Sam Osborne was played by Thomas Grace, 1921; General Ben Butler by Cecil Daggett, 1905; George Dana Boardman by Ralph Bradley. The two most prominent women graduates, Louise Coburn and Mary Low Carver, were present in person, and they stood with President Roberts and Chairman Cornish in an impressive tableau. Altogether, more than three hundred different persons had some part in the magnificent pageant, which ended with the Centennial Hymn composed by Woodman Bradbury, 1887.

On Wednesday, the day marked as Commencement and Anniversary Day, the usual Commencement exercises and conferring of degrees were combined with the special centennial address by Shailer Mathews, 1884, Dean of the Divinity School of the University of Chicago. The longest procession ever to leave the old campus for any down town convocation point took more than half an hour to reach its destination. In line were representatives of the Federal Government and of the State of Maine. Among the members of the Maine Supreme Court who attended, three were Colby graduates: Chief Justice Leslie C. Cornish, Justice William Penn Whitehouse, and Justice Warren C. Philbrook. The many colleges and universities represented included Harvard, Yale, Columbia, Johns Hopkins, and Brown. Dr. Mathews' address was a brilliant summary of the major influences in American life during the century of Colby's history. His concluding sentences voiced a profound faith in Colby's part in the development of American democracy.

An educated democracy is self-directing. It does not wait for self-appointed leaders. It must and can act for itself. It is too great for any single leader. It breeds its leaders as it grows in power and ideals. Lovejoy and Lincoln voiced a spirit that they did not originate. The spirit was born of the people; they only gave it needed leadership. The task of our colleges is to make secure our national future by educating the mighty present. Colby's record in this task is secure. Throughout these hundred years it has stood for the ideals and institutions that have triumphed in the nation. Its halls have been the birthplace of that leadership which expresses democracy's ideas within democracy itself. It has championed liberty of thought and sanity of judgment. It has taught its students to distrust cleverness and to honor service; to hate hypocrites and to believe in men of honor; to act bravely and not wait upon the unknown. Our college has been both the creature and the inspiration of those spiritual forces which made the century which we celebrate truly significant.<sup>3</sup>

Two thousand persons gathered in the huge tent for the anniversary dinner, over which Judge Cornish ably presided. Governor Carl E. Milliken spoke for the State of Maine, and Judge Charles F. Johnson for the Federal Government. Colby's first woman graduate, Mary Low Carver, 1871, spoke for a thousand Colby women when she said:

We would bespeak for our Alma Mater not only lavish material gifts, but also a great spiritual endowment, to which an increasing processional of Colby women shall add color and charm and womanly worth. May these girls always come, from cultured city homes, from hillside farms



and forest hamlets, from lowly fisher huts beside the sea—may they come, an ever-growing wealth of eager-hearted maidenhood, voicing in surer tones the love and loyalty that the present Colby daughters bear this dear foster mother of their spiritual life.<sup>4</sup>

Judge Harrington Putnam, 1870, a member of the Supreme Court of the State of New York, discussed contemporary conditions with which the college and the nation must now deal. Ernest C. Marriner, 1913, then a teacher at Hebron Academy, spoke for Colby's preparatory schools. Speaking for the other Maine colleges was President Kenneth C. M. Sills of Bowdoin. Representing the colleges outside the State was Dean Otis Randall of Brown.

On Wednesday evening the celebration program closed with a band concert and grand illumination of the campus.

The climax of the Colby Centennial was the successful completion of President Roberts' campaign to raise half a million dollars of additional endowment. It was indeed a personal triumph for Roberts. Almost every dollar had been secured by his own direct solicitation. He had received no assistance from professional fund raisers, and he had no organization of class agents at his command.

As early as 1914 Roberts had envisioned the raising of half a million dollars before the college centennial should be celebrated in 1920. After frustrating attempts to interest various foundations, he had finally secured a promise from the General Education Board of \$125,000 on condition that the college raise the remaining \$375,000 from its own constituency.

Roberts' hopes had been raised appreciably when, at the June meeting of the Trustees in 1916, Colonel Richard C. Shannon offered to match the gift of the General Education Board. His generous offer was surprising as well as gratifying, because just a year earlier, when the European War was in its early stage and the United States seemed unlikely to be drawn into it, Shannon had voiced strong opposition to launching a Colby campaign at that time. But, during the year, he had found that gifts to private philanthropy, instead of being curtailed by war interest, had actually increased. Hence he now not only advised that the campaign proceed, but personally pledged a fourth of the total amount sought.

The Colby Trustees therefore agreed to conditions set by the General Education Board, that the College must secure pledges amounting to \$375,000 before January 1, 1919, and that the same amount must be fully paid by June 1, 1920. When the United States entered the war in 1917, it seemed unlikely that those terms could be fulfilled. The Education Board therefore granted an extension of time. The pledge deadline was extended from January 1, 1919 to July 1, 1920, and the payment deadline from June 1, 1920 to December 1, 1921.

After the armistice the campaign was vigorously revived. At the centennial dinner on June 16, 1920, President Roberts proudly reported that, instead of stopping at \$375,000, including Colonel Shannon's gift, payments and pledges, in addition to the General Education Board's \$125,000, amounted to \$445,000, a total that exceeded the Board's requirement by \$70,000. The President further reported that already cash payments amounted to \$409,198, leaving less than \$36,000 still to be collected on outstanding pledges.

More than 1700 alumni had subscribed to the fund, and non-Colby subscribers exceeded a hundred. President Roberts was right when he said, "This endowment campaign has quickened the loyalty of the friends of the College and has made new friends for our cause." In 1921, the College endowment, which

two years earlier had been scarcely \$800,000, stood at \$1,442,000. For the first time Colby had become a million dollar college.

The Trustees, recognizing that what was called the Centennial Fund might well have been named the Roberts Endowment Fund, spread upon their records the following tribute to their president.

With full recognition of the valued aid of many friends who have co-operated, the Board realizes that the success of the campaign is largely the personal achievement of President Roberts, and becomes a great, though not the paramount service rendered by him to his Alma Mater. The Board congratulates President Roberts on the success of the great task he set out to perform, a task vital to the continuance and improvement of the College. With its gratitude and appreciation it pledges to him a corresponding loyalty in the service of the greater Colby to which success of this campaign now opens the door.

One object of the campaign had been to increase faculty salaries, which remained woefully low in comparison with other New England colleges. Through the first ten years of Arthur Roberts' administration, the maximum salary for a full professor was \$1800, and Roberts had done well to restore the old maximum of \$1800, which had been reduced in President White's time to \$1600. So satisfied were the officers of the General Education Board with Colby's vigorous and successful campaign for half a million dollars that they promised an additional sum of \$35,000 to provide salary increases: \$15,000 for 1920-21, \$12,000 for 1921-22, and \$8000 for 1922-23. One reason for the Board's action was the genuine interest shown by the Colby Trustees when, without outside help, in 1919, they increased the maximum salary to \$2000. Now, thanks to the General Education Board and the income from the new endowment, the Trustees felt justified in raising salaries in all ranks, from the youngest instructor to the oldest professor. Full professors received the hitherto unprecedented raise of \$750, bringing their new maximum to \$2750, and no faculty member, even of instructor grade, was paid less than \$1800. Modest as those salaries seem when compared with 1960 figures, they were far in advance of the promised but seldom fully paid salaries of Jeremiah Chaplin and Avery Briggs a hundred years earlier.

Thanks to the ability of Arthur Roberts to arouse and hold the loyalty of hundreds of Colby men and women, the College was ready to face its second century with renewed faith and firm assurance.





## CHAPTER XXXI

### *Beginning The Second Century*

THE commencement program observing the Centennial had been so outstanding in 1920 that many alumni thought the following commencement would be a sad anti-climax. What those alumni overlooked was that the 1921 graduation had a claim to significance of its own. It was the one hundredth commencement since George Dana Boardman and Ephraim Tripp had been graduated in 1822.

Since 1909 the pattern of the Colby commencement had been firmly fixed. It began on Saturday evening with the Junior Exhibition. On Sunday morning came the Baccalaureate Sermon, followed in the evening by a sermon before the Christian Associations. Monday was known as Junior Class Day, and in the evening was held the President's Reception. Tuesday was Senior Class Day with morning exercises at the Baptist Church, continued in the afternoon in an outdoor program on the campus. At noon were held the Alumni and Alumnae luncheons, entirely separate functions. In the evening the guests listened to the Phi Beta Kappa Oration. Wednesday was graduation day, with two men and one woman selected from the class as speakers. The program was held at the Baptist Church, to which the academic procession, led by a brass band, marched from the campus. Behind the band came a cordon of police, followed by the President escorting the Governor of the State, and the Chairman of the Trustees escorting the most prominent person to receive an honorary degree. Behind the other trustees and recipients of honors came the faculty in order of rank, then the graduating class, and last the alumni by classes. After the exercises the long line marched back to the campus for the Commencement Dinner in the gymnasium. The five-day program ended with a band concert on the campus, Wednesday afternoon.

When Roberts approved of certain changes in the commencement program urged by the Class of 1921, little did he realize that Colby's one hundredth class would become one of the most famous for its continued loyalty to the College. For many years that class has stood either first or second in its contribution to the Alumni Fund. No other class has had so many members on the Board of Trustees. Besides Chairmen Neil Leonard and Reginald Sturtevant, board members from the Class of 1921 have been Raymond Spinney and Ray Holt.

The Class of 1921 insisted that their graduation be held at the City Opera House, as had the exercises of 1920, since the Baptist Church was no longer large enough to hold those who wished to attend. In its recognition of social activities, the College had traveled far since diplomas had been handed to George Dana Boardman and Ephraim Tripp in 1822, although it was not until the one hundredth graduating class in 1921 that the Senior Hop was at last recognized as officially a part of Commencement.



The choice of anniversary speaker was especially happy. Little did the popular alumnus who gave that address dream that only eight years later he would himself be President of the College. To that one hundredth graduating class Franklin W. Johnson spoke on "Aims of Education in a Democracy."

Some of the older members of the faculty must have cringed when they heard Johnson say that there is no such thing as transfer of abilities, that studying Latin or mathematics does not train the mind, but only sharpens certain limited mental qualities. "We must," said Johnson, "have a college curriculum based on the sound psychological concept of limited transfer of abilities."

The 1921 commencement was doubly significant as an anniversary; it marked not only the one hundredth graduation, but also the fiftieth year since the admission of women into the College. On Tuesday afternoon the girls gave a production of *As You Like It* on the lower campus, under the direction of Miss Exerene Flood. At anniversary exercises that evening in the Baptist Church, Colby's first woman graduate, Mary Low Carver, 1875, gave an historical address. Louise Coburn, 1877, read an original poem. The principal address, on "The Duties and Responsibilities of College Women," was given by a distinguished woman teacher, Professor Romiett Stevens of Teachers College, Columbia University.

One of the happy events of each Colby commencement during the Roberts years was the annual award of prizes. In 1921 there was a new prize, given in memory of Albion Woodbury Small for the best essay on a subject in economics or sociology. That prize was first awarded to a man who, next to Franklin Johnson, was to play the leading part in establishing the new college plant on Mayflower Hill. On that Commencement Day in 1921 Galen Eustis was only a Colby sophomore, but even then he showed his ability by winning the Albion Woodbury Small prize with his essay on "Americanization of the Foreign-born in Maine."

Scarcely had 1921 graduated before the alumni agitated for further changes in commencement. Rex Dodge, 1906, led a movement for the 'Dix Plan' of class reunions, whereby instead of meetings at five year intervals each class would hold reunion with certain other classes with which it had been in college. The plan was tried for three years, then abandoned as not in accord with alumni wishes.

More successful was the agitation for a weekend commencement. Its ardent promoter was Percy Williams, 1897, and in 1926 the *Colby Alumnus* took up the cause. The result was the establishment of a program which began on Friday and closed on Monday. For many years the opening event was the President's Reception on Friday evening and the closing event was the Commencement Dinner at noon on Monday; but after the move to Mayflower Hill the reception was changed to a greeting of the parents of graduates on Sunday afternoon, and the official program began with the Senior Dance on Friday evening. The Commencement Dinner was held on Sunday, following the Baccalaureate Sermon, and all came to a close with the graduation exercises on Monday morning.

As for the date of commencement, there has been a tendency since 1920 to hold it earlier and earlier. In 1921 the Trustees voted that, beginning in 1922, Commencement should be held on the Wednesday nearest the twentieth of June. That made the range of dates from June 17 to June 23. When the weekend commencement was established, the graduation date became the third Monday in June. When it became possible to hold commencements on Mayflower Hill, the date was fixed at the first June Monday with two digits, making the range from June 10 to 16. When it was later discovered that this plan brought the Colby

Commencement out of line with other Maine colleges in certain years, the range was again altered to June 6 to 12.

As the second Colby century got under way, enrollment increased rapidly. World War I had made deep inroads into the registration. Of the 198 men in college in the three under classes in April 1917, only 104 were enrolled in June, 1918. The entire college enrollment dropped from 422 to 349, although the women were little affected.

Immediately after the war, a new spurt began. The fall of 1920 saw 250 men and 209 women in attendance, a total registration exceeding by 37 the top enrollment of 1916-17. In September, 1922, the total figure for the first time exceeded 500, and only a year later it had increased twenty percent to surpass 600. In the fall of 1924 there were 373 men and 236 women; in 1925 the total mounted to 650, and in Roberts' last year, 1926-27, it reached 680.

The fear expressed when Roberts became President, that Colby no longer appealed to young men, had been completely dispelled. Men entering the college as freshmen were 114 in 1922, 119 in 1923, 139 in 1924, 150 in 1925, 141 in 1926. In that last year 47% of the entering men lived in Maine, as did 79% of the women. As had been the case throughout Colby's first hundred years, students from Maine continued to predominate during the first decade of its second century. Of the 459 students enrolled in 1920, 355 came from the local state. Only four other states were represented by more than five students: Massachusetts with 60, New Hampshire with 26, New York with 19, and Connecticut with 13. There were only three foreign students, two from China and one from Korea. In 1922, Maine students numbered 341, representing fourteen of Maine's sixteen counties. Next to Kennebec, Aroostook sent the largest delegation. Of the 679 students who were enrolled in 1927, the amazing total of 425 were residents of Maine. Only 51 of the 204 women then in college came from outside the state. Maine boys still accounted for more than half of the male enrollment, 221 of 424.

Faculty numbers grew as student enrollment increased. The teaching staff, totaling 28 in 1921, had swelled to 35 in 1926. Substantial as was this increase, additions to the faculty did not keep pace with rising student numbers. In 1921-22 the faculty-student ratio had been 1 to 17; in 1926-27 it had risen to 1 to 19. The leading American colleges had by that time established ratios not higher than 1 to 14, and they were striving for a proportion of 1 to 10.

It was during this period that Colby received a number of Chinese students, largely through the influence of Arthur Robinson, 1906, teacher in a mission school in China. In 1923 he sent to Colby two young men from Tientsin, one of whom died after only a few weeks in Waterville. Far from his native land, the remains of Li Fu Chi lie in the college lot in Pine Grove Cemetery. His companion, Li Su, made the remarkable achievement of completing all graduation requirements in a single year, receiving the Colby degree in 1924. He became a prominent banker and importer in China. In 1956 he spent several months in Waterville during a prolonged visit to the United States. He presented to the College several ornamental lanterns which now hang in the upper lobby of Roberts Union, and he placed on loan with the Colby Art Department a collection of Chinese pottery, which with a group of fellow bankers he had been able to remove from China before the Communist domination.

The years immediately following 1920 saw significant changes in curriculum and graduation requirements. The Class of 1922 was the first class to have sub-



ject majors. But it was the introduction of Business Administration that was the most spectacular curriculum advance.

The instigator of that movement was a prominent trustee, the Winthrop manufacturer, Herbert E. Wadsworth, 1892, who was later to endow a professorship in the new department. At the spring meeting of the Trustees in 1923, Wadsworth proposed that the College establish a course in Business Administration. He intended it to be actually a separated School of Business, with distinct curriculum. To investigate the proposal, President Roberts, Wadsworth, and Charles Gurney constituted a committee. In June, 1923, they reported.

We believe the needs of commerce and industry can be most efficiently met by men and women especially trained to meet the subjects necessarily arising in the conduct of modern commercial enterprises. We believe that Colby College, by immediately offering a course in Business Administration, will be meeting a requirement of a constantly growing class of students, and at the same time will put itself in the front rank of those whose curriculum expresses the changing conditions along educational lines.

We believe, however, that the work of the first year should be devoted to fundamental requirements of a college education, such as English, American History, Political Economy, Geography, Foreign Languages, and Mathematics, with special stress upon arithmetic and some elements of accounting. With no thought that this enumeration is exhaustive, we suggest the following subjects in the Business Administration course: Commercial Law, Foreign Exchange, Salesmanship, Transportation, Insurance, Corporation Law, Money and Banking, Advertising, Immigration, Manufacturing, Statistics, Investments, Industrial Relations, Public Service, Marketing, Taxation, Foreign and Domestic Trade.

We are not prepared to suggest at this time the wisdom of allowing the senior year to be utilized by the student in work out of college in some business venture, for which he shall be entitled to certain credit upon the submission of a report of his endeavors and the presentation of a thesis as preliminary to an appropriate degree. We recommend the immediate employment of a competent man to direct the department. We emphasize that the hour of opportunity is now before us. This course is constantly gaining strength in other institutions, and if we defer action, Colby will suffer by the delay while other colleges make notable advance.

On June 19, 1923, the Trustees voted to establish a Department of Business Administration and appropriated \$3000 for the purpose. Contrary to Mr. Wadsworth's original plan, they voted not to establish a separate school, but to set up simply a new department in the college. The business students would have to meet the same entrance requirements and the same general graduation requirements as all other students, and the only real change was that students would now have an opportunity to elect Business Administration as a major field, just as they were already free to major in English or History or Chemistry or any other conventional subject.

At the spring meeting in 1924, Mr. Wadsworth reported that George Auffinger, Jr., had been appointed head of the new department and would begin the program in the fall of 1924 with the following courses: Elementary and Advanced Accounting, Corporation Finance, Business Law, and Statistics. Auf-

finger had graduated from Oberlin College in 1919, had been a graduate student at Leland Stanford in 1919-20, and had received the M.B.A. degree from Harvard in 1922. During the ten years preceding his coming to Colby, he had been employed by the Washburn Crosby Company of Minneapolis.

Such was the beginning of one of Colby's most important departments, a department to which there came as Auffinger's successor a young Colby graduate who became one of her most efficient and most noted teachers and administrators, Arthur Galen Eustis of the Class of 1923. Returning to the College in 1924 as Instructor in Economics, he had earned the M.B.A. degree at Harvard during a year's leave of absence in 1925-26, and had then rejoined the Colby faculty as Instructor in Business Administration.

In the early 1920's, thanks to the dynamic leadership of Professor Libby, Colby attained nation-wide reputation in debating. After several years of coaching successful teams and organizing an active Debating Society, Professor Libby secured for Colby a chapter of the national forensic society of Pi Kappa Delta. Although plenty of interested persons told him such a project was not feasible, Libby arranged to have four Colby students attend the national convention of Pi Kappa Delta at Indianola, Iowa, in 1922. Assisting the College in financing the trip were the Waterville Rotary Club, the Waterville Forum Club, and the Waterville-Winslow Chamber of Commerce. Shortly before the event, Libby had published a popular spelling book, and he generously devoted the proceeds of its sale to the debating trip.

It was no pleasure junket that took four Colby students to Iowa in the spring of 1922. Besides the serious business of the convention, a schedule of eight debates on the route to and from Iowa had been arranged by Professor Libby. Of the eight debates, one was conducted without formal decision. Of the remaining seven, Colby won five, losing only to the University of Notre Dame and to Berea College. The colleges whose debating teams lost to Colby were Western Reserve University, Cleveland; Kalamazoo, Michigan; Hedding at Galesburg, Illinois; Simpson at Indianola, Iowa; University of Colorado at the convention; and William and Mary, Virginia.

The young men who so ably represented Colby were Leonard Mayo, Clyde Russell, and George Wolstenholme, all of the Class of 1922, and Forrest Royal, 1923. On their way home they were entertained in Washington by Colby Alumni and were received at the White House by President Harding. When their train pulled into Waterville, those journeying debaters and their popular professor were met by the entire student body with band and torchlights, followed by a big bonfire on the athletic field. Their trip had covered 4575 miles in twenty states. For the first time they had made Colby well known outside New England.

After World War I the movement for summer schools, already well under way during the second decade of the century, gained momentum. Professor Libby and Trustee William Crawford urged the establishment of a summer school at Colby. At that time there was no thought of a program appealing to adults in general, or a program of the institute or workshop type, such as was later established at Mayflower Hill. In 1921, Libby and Crawford envisaged merely a summer school for teachers. Could such a school compete successfully with those already being conducted annually at Bates and the University of Maine? The Colby promoters believed that it could.

When nearly ten years had elapsed and no Colby summer school had been started, the *Colby Alumnus*, which had strongly supported the proposal from its start, showed its annoyance and frustration in an editorial.



Last year the *Alumnus* urged in season and out of season the importance of establishing a Colby Summer School. The special committee has done all it possibly can do, and has so reported to the Trustees. What the Board expects the committee still to do is not clear. Certain individuals have insisted that it would be well to know in advance just how many persons would attend such a school, but obviously it is not possible to ascertain that information. Enrollment in summer schools is determined largely by the courses offered and the reputation of the teaching staff. It is impossible to announce a curriculum until a teaching staff has been selected, and it is impossible to engage a teaching staff until the Trustees have voted to establish the school. It is doubtful if the committee can submit anything further to the Trustees at their June meeting. In that case, the committee may well be discharged and the project abandoned. The *Alumnus* desires to point out, however, that if the summer school idea is abandoned, those responsible must not hide behind specious reasoning. The *Alumnus* believes that a grave mistake is being made in not taking advantage of the present situation in Maine to establish a summer school at Colby.<sup>1</sup>

That *Alumnus* editorial was actually the swan song of the proposal. Although at their meeting in April, 1923, the Trustees voted that "the matter of summer school be deferred until the June meeting, when more detailed information may be before the Board," the voluminous records of the June meeting contain no mention whatever of this subject.

The failure to make a favorable decision may not have been unwise. In retrospect it is easy to see that a third collegiate summer school in Maine would have encountered serious difficulty. Within a few years Bates abandoned its summer session as unprofitable; the state normal schools became degree-granting teachers' colleges with prominent summer sessions; and by 1930 the worst financial depression the country had ever known forced many a prospective attendant to forget all about summer school. The present marked success of summer sessions at Mayflower Hill proves that the Colby plant can be used effectively the year around, not by the conventional, highly competitive summer school, but by specialized summer programs of wide variety.

During the last years of the Roberts Administration, substantial improvements were made to the physical plant and others were definitely planned. Recitation Hall was completely renovated and a commodious steel vault was placed in the Treasurer's office in that building. The dingy old chapel was brightened and beautifully restored. The smoke gray walls were changed to a warm buff. The panels of the beamed ceiling were painted white. Attractive new fixtures provided soft, pleasing light. The wheezy old organ disappeared, to be replaced by a grand piano. Across the front of the platform appeared a low rail with carved posts, and thirty armed chairs provided seating for the faculty. On each side of the window behind the pulpit was a handsome flag-case, one for the American, the other for the college flag; and the window itself was draped in Colby gray. Directly behind the pulpit was a beautiful new chair for the President, with its plate bearing the following inscription: "The gift to Colby College, Arthur J. Roberts President, from Leslie C. Cornish, Class of '75 and Chairman of the Board of Trustees, at the Rededication of the Chapel, Friday, November 14, 1924, in the Evening before the November Meeting of the Trustees."

Fine as were the improvements to chapel and Recitation Hall, the outstanding addition to the Colby plant, between 1920 and 1925, was the gift of a generous

woman who was not even a Colby graduate. Mrs. Eleanora Woodman of Winthrop made the first of her many significant gifts to the College by assuring Trustee Herbert Wadsworth that she would provide funds for a spacious stadium on the Colby athletic field. She desired that the structure be a memorial to Colby men who had served in the First World War. On June 20, 1922, the stadium was appropriately dedicated, with presentation by Mrs. Woodman and acceptance by Chairman Cornish. Mr. Wadsworth's own Class of 1892 presented the new staff and flag that rose in front of the serried stands.

In 1924 Mrs. Woodman placed on the old campus the substantial and attractive concrete walks that made it unnecessary for students and faculty to wade through mud or balance themselves precariously on the narrow duck-boards. The Class of 1902, under the impetus of Professor Libby, presented the Memorial Gate, at the main College Avenue entrance, in 1927.

Before President Roberts' administration ended, plans were well under way for two additional buildings, one for men, the other for women. The story of the successful campaign to erect the Field House will be told in a later chapter on Athletics. The even more thrilling story of the women's victory over almost overwhelming odds to assure the Alumnae Building, for the health, physical education, and recreation of Colby girls, will have its place in the chapter on Women at Colby.

Here, however, a few words should be said about the development of physical education for both sexes at Colby during those early years of the century's third decade. By 1920 both the athletic and the physical training situation for men had become chaotic. Hence the Trustees decided to create a Department of Physical Education, and authorized an Alumni Governing Committee, under the chairmanship of Archer Jordan, 1895, to cooperate with President Roberts in determining the scope and organization. C. Harry Edwards, a young graduate of Springfield College, was appointed as director. Edwards established a sound program of physical education, paving the way for even more substantial improvements to be made later by the combined efforts of President Franklin Johnson and Edwards' successor, Professor Gilbert Loeb.

It was the fortunate choice of Miss Ninetta Runnals, 1907, as Dean of Women that brought to Colby girls not only a progressive program of health and physical education, but many other forward steps which will be fully recorded in a later chapter. Miss Runnals was determined that the part-time, low paid service of a person merely to supervise gymnastic exercises should be replaced by a respectable program of health and physical education. She won that battle, persuaded Mrs. Woodman to equip a woman's infirmary and supply a full-time nurse, organized the Women's Health League, made sure that only intra-mural games would ever compose the women's athletic program, and finally saw the completion of the Alumnae Building.

After the war, President Roberts continued the custom of an annual Colby Night, and each year just before the principal home football game, as the *Echo* put it, "The whole crowd made a wild rush for the tables, piled high with sandwiches, doughnuts, coffee and apples, over which presided the genial 'Chef' of SATC days, Fred Weymouth." When Fred Short resigned as college janitor, to go into the plumbing business in 1918, he was succeeded by Weymouth, who for more than twenty years continued not only to supervise the student maintenance workers, but also prepared the annual Alumni Luncheon and Commencement Dinner.



Himself a member of Phi Delta Theta, President Roberts believed in the fraternity system and constantly encouraged the several Colby chapters to be more than social clubs. He was especially pleased in 1921, when Delta Upsilon sponsored a lyceum course of lectures, bringing to Waterville, among its speakers, Rabbi Stephen Wise. But Roberts always insisted that his favorite Colby fraternity was his personally founded "Sons of Colby." Beginning in 1921, he annually assembled at his home all the boys who were sons or grandsons of Colby alumni, and he saw to it that their group picture appeared in each year's *Oracle*. Later the plan spread to the Women's Division, and eventually the organization became "The Sons and Daughters of Colby."

In 1920 began the annual award of the Condon Medal. Randall J. Condon, 1886, long Superintendent of Schools of Cincinnati, Ohio, author of outstanding textbooks for the elementary schools, and once introduced to an international gathering as "the best superintendent of schools in America," designed a beautiful medal and provided the funds to give it annually to that member of the senior class, either man or woman, who, by vote of classmates and the approval of the faculty, should be deemed to have been the best college citizen.

At the Commencement Dinner in 1925, President Roberts pointed out that, in no small degree, the success of a college lay in its ability to hold its faculty. Proudly he listed the tenure of five men: Taylor 56 years, Marquardt 33, White 22, Parmenter 21, and Chester 20. Roberts himself had been at the College 33 years, and among the younger men of the faculty Professor Libby could already count fifteen years. Within two years Marquardt had died, but Taylor continued to teach beyond sixty years of service, and many years were to elapse before the retirement of White, Parmenter, and Chester.

There had long been speculation as to the reasons why young men and women chose to attend Colby. In 1924 the Editor of the *Colby Echo*, Joseph Coburn Smith, decided to find out. It was the new era of the questionnaire, and Smith devised such a paper for circulation among the students. It went farther than questions about entrance, as it probed into different phases of college life.

Asked what influences induced them to enter Colby, 137 men and 25 women indicated the motivation came from parents, relatives, or friends. The academic reputation was named by 29 men and 7 women; and its reputation in preparing teachers had motivated 30 men and 19 women. Only twelve men and no women had been induced by the low expense to attend Colby. A mere handful of twelve men had been stirred by athletics.

Asked what occupation they intended to pursue, 29 men and 25 women named teaching. Among the women no other occupation scored more than five votes, but of the men 29 planned to enter business, 27 would study law, 18 medicine, and eight engineering. Five men wanted to become journalists and three would be athletic coaches. Thirty-seven men and six women were "undecided."

For sport participation, the men's favorite was football, followed closely by baseball. Both tennis and track outranked basketball. Golf had only four adherents. For the women the favorite sport was field hockey, followed by tennis and softball. As a spectator sport, both sexes overwhelmingly preferred football. It got 122 votes to 34 for baseball.

On the financial side, three-quarters of the men and three-fifths of the women said that they were working their way, at least in part. Besides college janitorial work, some of the ways Colby men found to earn money were tending furnace; running a college agency for laundry, cleaner, or other service; high school coaching; chauffeur; playing in dance orchestra; working in a restaurant; and news-

paper writing. Editor Smith estimated that, including summer work, 120 Colby men earned about \$350 a year each toward their college expenses.

Smith asked bluntly whether the responding student would prefer a Colby "C" or a Phi Beta Kappa key. Of the men, 97 preferred the key and 77 the letter. Among the women, only nine would have the letter rather than the key. Asked what student office would be most valuable to its holder in later years, 52 men said Editor of the *Echo*, 33 President of Student Council, and 22 Manager of a sport. Only four men thought the captaincy of football would be important in a later career. The women's choice was predominantly for President of Student Government, although President of the YWCA was not far behind.





## CHAPTER XXXII

### *The Passing Of Roberts*

AFTER the centennial, President Roberts continued to give persistent attention to college finances. The year showed a deficit of nearly \$14,000, but because that was almost exactly the cost of the centennial celebration, the actual operating expenses of the College had not exceeded income. Determined that proceeds of the 1921 Christmas Fund should wipe out the deficit, Roberts pushed that fund to the highest level it had yet achieved.

Part of the half million dollars raised in the Centennial Fund had been intended to produce income to increase faculty salaries. Realizing that it would take several years to collect the pledges, the General Education Board had agreed to give, in addition to its gift of \$125,000 to the Fund, annual decreasing sums for a period of three years, at the end of which the College must take over the burden. Those special gifts amounted to \$15,000 in 1920-21; \$12,000 in 1921-22; and \$8,000 in 1922-23.

Roberts was quick to see that the new capital of \$500,000 would not be enough to meet the rapidly increasing needs. He proposed an immediate campaign for additional endowment of \$150,000, and in June, 1920, the Trustees voted to request the General Education Board for one third of that amount, on condition that the College raise the remaining two-thirds. In November the General Education Board agreed to that proposal.

The decision to raise additional money by a general solicitation aroused concern among the Baptist constituency of the College, because it seemed to conflict with the denomination's nation-wide campaign known as the New World Movement. The college trustees therefore asked for a conference of their representatives with those of the General Education Board and the Board of Promotion of the Northern Baptist Convention. In April, 1921, Dr. Frank Padelford reported on the happy outcome of that conference. The Board would give \$50,000, in addition to its already generous grants, provided the College would raise another \$100,000.

Roberts named the new campaign the Second Century Fund. In November, 1922, he reported that \$80,000 of the \$100,000 goal had been raised. Then, because of the disastrous fire in North College a month later, Roberts asked and was granted an extension by the General Education Board to April 1, 1923. When that date arrived, he was able to tell the Trustees: "The subscriptions now amount to over \$125,000, of which \$60,000 has already been paid."

Meanwhile the Baptist money was rolling in. By June, 1923, the College Treasurer had received more than \$117,000, raised through the denomination's New World Movement. A year later collections on the Second Century Fund



had been completed and the College received the promised \$50,000 from the General Education Board.

At the annual meeting of the Trustees in 1924 Treasurer Hubbard announced that when he became Treasurer seven years earlier, the income from invested funds was only \$19,000; now it was over \$54,000. In 1917 the endowment had been less than \$500,000; in 1924 it was \$1,248,000.

Typical of President Roberts' method in raising these funds is a letter he wrote to Dudley P. Bailey in October, 1921.

I have to take the trail once more for money about December first. I dread it, but there is nothing else to do. Before beginning to beat the bushes, I want to get some nest-egg subscriptions. To come straight to the point: Are you willing to pledge \$250 towards the Second Century Fund? I had put you down for that amount in my mind. And besides, can you not assure me that you are leaving the College by will an amount that will provide for the scholarship in memory of Mrs. Bailey, about which we have so often spoken? It is my anxiety for the good of Colby that makes me so eager for your assurance.

That was Roberts' way—the approach direct. It got results. As did many others to whom Roberts appealed, Mr. Bailey gave much more than Roberts asked.

President Roberts had now raised \$650,000 in new funds, but he was not content. Just as he had suggested in his letter to Dudley Bailey, he was determined that the College should have increased scholarship funds to meet not only the rising enrollment, but also the rising expense of attending college to the student and his family.

For fifteen years prior to 1919, tuition had stood at \$90 a year. When, in the year following the war, it was raised a modest ten dollars to one hundred dollars a year, there were complaints. Conditions, however, compelled the Trustees to increase the amount to \$120 in the very next year. The fee for tuition, room and board in the Women's Division had been \$200 since 1915. In 1919 it was raised to \$225, and in 1920 to \$275. The year 1920 was, in fact, a year of crucial decision regarding fees. For many years the charge for room rent in men's dormitories and college-owned fraternity houses had been \$45 a year. It was now increased to \$60. From time immemorial the College catalogue had stated that men could obtain table board in the city for \$3.50 to \$4.00 a week. That statement was now changed to read "\$5.00 to \$7.00." In 1923 tuition was again increased to \$150, where it remained until 1928, when it was raised to \$200. Meanwhile the overall charges for women rose to \$306, and room rent for men was placed on a scale from \$60 to \$100, according to location of room.

Roberts was concerned because scholarship funds were not keeping pace with rising costs. In 1921 the total funds designated for scholarships totaled only \$110,500, yielding about \$5500 a year. There were 37 of those scholarship funds, only four of which exceeded one thousand dollars in invested capital: the Gardner Colby Fund of \$20,000; the Frank L. Besse Fund of \$10,000; the Mabel Keyes Averill Fund of \$5000; and the W. H. Snyder Fund of \$2500.

Through the years since 1820, scholarships had from time to time been solicited from the Baptist churches in Maine. As a result, in 1921, there were 29 of those church scholarships for a total investment of \$18,376. Those scholarships were severely restricted. Many were limited to students who were members of the local church donating the fund. Others were for candidates for the ministry; others for Baptists only; others for students designated by the pastor

of the donating church. None of those funds exceeded a thousand dollars; some were as little as two hundred, and the average was less than \$600. The income from any church scholarship therefore ranged from ten to fifty dollars.

Since, year after year, the College found it necessary to grant increasing amounts of scholarship aid, by 1921 the annual appropriation for that purpose far exceeded the income from the scholarship funds. It was to stop that drain on the current budget that Arthur Roberts now turned his attention to a vigorous campaign for more scholarship money. In 1924 he issued the following public statement:

Present income for student assistance is far below the amount required, and for years we have had to appropriate money that should have been used in other ways. The growth of the College in recent years has been far greater than the increase in scholarship funds. I am determined to raise \$100,000 in additional scholarship funds. Each scholarship will bear the name of the donor and will be assigned in accordance with his wishes. Many graduates of the College who themselves received scholarships are now in a position to establish scholarship funds to provide for students through generations to come. Both graduates and friends of the College who are looking for an investment in human character and influence have here the desired opportunity.<sup>1</sup>

In November, 1924, Roberts explained to the Trustees that the campaign for scholarship funds was progressing well. He said he sought those funds by three methods: cash payments, annuity gifts, and promises of bequests. He regarded the unit of a designated scholarship as \$1500, yielding about \$75 a year. He explained that the campaign had not been extended to recent graduates, because they were inclined to be more interested in other projects, nor had appeal been made to the women graduates, who were concerned with their own campaign for a new building.

In 1925 Roberts doubled the amount sought to \$200,000. He said, "General income cannot continue to bear the load of payments for the scholarship account. With twice as many students as before the war, and with the cost of living doubled, we need not \$5000, but \$10,000 in added scholarship income."

In April, 1926, the new fund amounted to \$70,000. Because of President Roberts' illness and death, the campaign was never completed, but its momentum enabled the College to increase its scholarship resources substantially year after year until they reached nearly \$900,000 in 1959.

Just before World War I, the Trustees had been able to bring the top salary for a full professor to \$2000. In 1920 they made the maximum \$2400. Then, spurred by the annual gifts of the General Education Board and by the success of the Second Century Fund, they raised the maximum to \$2800, a figure at which it remained for many years. Some instructors were, in 1924, paid as low as \$1200, although \$1400 was the more usual starting salary. There was little difference in salaries among those in the three professorial ranks. Two associate professors each received \$2625, while the salary of each of three assistant professors was \$2400, exactly the same as that paid to several associate professors. In 1925 bonuses were voted to the faculty: to each professor \$150, to each associate or assistant professor \$100, to each instructor \$50. Not until 1928 did agitation stimulated by the Executive Committee, in charge of administration pending the election of a new president, result in substantial increases. The story of that accomplishment will be told in a later chapter.



Annuities for retiring faculty members were first considered effectively in 1924, when it was voted to take up with the Carnegie Foundation the matter of retirement pensions. It is true that twenty years earlier, in President White's time, an effort had been made to have Colby accepted under the then existing Carnegie plan, but that corporation had informed President White that the faculties of denominational colleges were not eligible. Toward the end of the second decade of the century the Carnegie Teachers Retirement Corporation had encountered serious difficulties, with the result that in its stead was organized the Teachers Insurance and Annuity Association, with a much more liberal policy. It was that new corporation, not the old Carnegie group, which was meant in the trustee vote in 1924. The *Colby Alumnus* explained the plan.

It involves the annual payment by the College of an amount equal to five per cent of the professor's salary and payment by him of an equal amount. At present rates of salary, assuming retirement at 68 years, the men now over forty would receive annually an average of \$1230, varying with the age and salary of each. The largest amount would be \$1806. As a teacher's salary increases, so does the amount of his retiring allowance.<sup>2</sup>

That last sentence in the *Alumnus* account proved to be too optimistic, because when salaries were indeed increased in 1928, the amounts paid as premiums were not immediately increased. The T.I.A.A. reported that the contract did not require the recognition of increased salaries, but that it was the common, almost universal practice of the cooperating colleges to do so. After two years of delay, the Colby Trustees decided to follow the common practice, and since 1930 there has never been any question about payment of five per cent of the teacher's salary regardless of the varying amounts of that salary during the teacher's tenure. At first the plan was voluntary, and a few members of the faculty did not participate. In 1940 it was made compulsory for all new members of the faculty above the rank of instructor.

Almost contemporaneous with the adoption of the annuity plan was the placing of a policy of group life insurance for those of the faculty who decided to participate. This gave each participant \$2000 of insurance at very low cost. Shortly before the College adopted Social Security for all its employees in 1951, the group insurance plan was abandoned.

President Roberts' health began to fail in the winter of 1922-23, and those who knew him best said that he was never the same man physically after he passed through the ordeal of the fatal Lambda Chi Alpha fire in December, 1922. At three o'clock on the morning of Monday, December 4, the fire alarm sounded for a blaze in the north end of old North College, then occupied by the Lambda Chi Alpha fraternity. Before the flames were under control it was known that four occupants were missing. When firemen could at last search the ruins, they found the bodies of four students: Charles Treworgy, 1923, of East Surry; Alton Andrews, 1923, of Belfast; Norman Wardwell, 1925, of Newport; and Warren Frye, 1926, of Revere, Massachusetts. College and community were severely shocked.

Arthur Roberts bore the full brunt of the disaster. The bodies of the four victims were placed in his College Avenue home until the stricken parents could arrive. Time and again the President asked, "What could I have done to prevent this disaster?" Should he have forbidden the common fraternity practice

of "ram-pasture" sleeping—the use of the top floor for general sleeping quarters? The practice had long been criticized. But not one of the four men who lost their lives had been sleeping on that top floor; all of them had been in rooms on the lower floors. Should there have been better fire exits? The building was fully equipped with fire escapes, and one of the boys had died in a room where such an escape passed one of the windows. No, there seemed no reasonable precaution that the college authorities had not already taken.

Reason told Arthur Roberts that no blame attached to him, but he could not escape the emotional feeling that he might have done something more than had been done. He knew that he had a reputation for careful, even miserly, spending of college funds. Although he had spared no expense when student safety was concerned, perhaps other persons did not appreciate that fact. Then, too, Roberts was no cold-blooded executive. He regarded every male student as one of his boys. He could call every one of them by name. To have four of them lose their lives in a horrible fire was something that made a deep scar on the man they knew as "Rob."

Immediate response of the citizens of Waterville, with temporary housing for the students and with money to replace their lost possessions, revealed at once the good relations between town and gown during the Roberts administration. For many years the boys of Lambda Chi Alpha had good reason to express their gratitude to the people of Waterville.

Sensing that their President needed rest, the Trustees voted to provide Roberts and his wife with a trip to Europe in the spring of 1923, but Roberts insisted that he could not go until the Second Century Fund was fully secured. In the fall of 1923 that task had been accomplished, and Judge Cornish prevailed upon the President to take a European trip in the spring of 1924.

Instead of appointing one officer as Acting President during his absence, Roberts used a device which was to become a pattern for administration between his own death and the election of his successor. He placed administration in charge of a faculty committee composed of Professors Taylor, Parmenter, Ashcraft, and Libby. As chairman, Taylor presided at faculty meetings and was general administrator. Parmenter was the official spokesman for the college in public announcements. Libby acted as Freshman Adviser, attended to the President's mail, and took charge of admissions. Ashcraft was in charge of the chapel exercises. Thus, the *Alumnus* pointed out, it took four men even to try to fill Roberts' shoes. On his return, the President paid high tribute to the efficient work of the committee.

In spite of the long hours spent at his college duties, Arthur Roberts always found time for worthy community projects. He was the first President of the Waterville Rotary Club, prominent in the activities of the First Baptist Church, a member of the Waterville Board of Education, and on numerous civic committees. Recognition came to him from the business community when, in 1924, he was elected a director of the Maine Central Railroad.

The journey to Europe seemed to have done the President much good, but it soon became apparent that he was not a well man. Already he had lost the close companionship of several of the trustees whose advice and support he valued highly. In the fall of 1920 both Col. Richard C. Shannon and the Board's secretary, Wilford G. Chapman, had died. In 1922 Emery B. Gibbs and Judge William Penn Whitehouse passed away. Scarcely had he picked up the reins again when Roberts was hard hit by the death of the Board's Chairman and his very close friend, Judge Leslie C. Cornish, who died just a few days after the



1925 commencement. The following March saw the passing of his presidential predecessor, Albion Woodbury Small, and of the first woman graduate, Mary Low Carver. A month later died a trustee on whom Roberts had placed unusual dependency, Dana W. Hall. Within a few days of each other, in September 1926, died Frank Edmunds and Roberts' close Waterville friend, Dr. Frederick Thayer. Then, within six months passed away two members of the faculty, Benjamin C. Carter and Anton Marquardt; and in March, 1927, Colby lost another of her former presidents, Nathaniel Butler.

Asking Professor Taylor to preside at the 1927 Commencement, President Roberts went to Morristown, New Jersey, for treatment. There he died on October 11, 1927. It was to Professor Herbert Libby that Mrs. Roberts turned in her extremity. When it seemed that the President was sinking rapidly, she summoned Libby to Morristown, where he remained in constant attendance, and accompanied the President's body back to Waterville. Professor Libby has described the returning scene.

No one present will ever forget that scene at the Waterville station. When we alighted from the car, a very small group of sorrowing friends came forward to extend sympathy to Mrs. Roberts. But a little later, when we had gone to the College Avenue home to await the arrival of the body, the tramp of many feet was heard. Upon opening the door, we were amazed to find that a double line had been formed, extending from the threshold of the home, up the street all the way to the station. In that line were all members of the faculty and the entire student body. Ten selected undergraduates carried the body of their President into the house. It was a wonderful tribute to a beloved leader.<sup>3</sup>

There were two funeral services, one at the College Chapel, the other at the Baptist Church. After prayers at the home, conducted by Dr. Edwin Whittemore, Roberts' pastor and close friend for many years, members of the Phi Delta Theta fraternity carried the casket to the Chapel. Professor Taylor presided at appropriate services, highlighted by a touching eulogy by Dr. Woodman Bradbury, 1887. A long procession then marched to the church. The streets of the city were lined with flags at half mast. All places of business, as well as the public schools, were closed. Assembled at the church was such a mass of mourning citizens as had never been seen before. Official representatives alone of more than forty organizations and institutions filled the body of the auditorium. With Dr. Whittemore presiding, the scripture was read by Rev. I. B. Mower; Rev. Frank W. Padelford, 1894, offered prayer; and the eulogy was delivered by Rev. Everett C. Herrick, 1898.

Permanent recognition of the life-long work of Arthur Roberts, begun in his lifetime with the naming of Roberts Hall on the old campus, continued after his death. The square near the railroad station, at the junction of College Avenue and Chaplin Street, was officially designated as Roberts Square. Later, one of the streets in the new Mayflower Hill section was named Roberts Avenue. When the alumni of the College decided to erect on the new campus a Men's Union, as focal center for male students, including central dining facilities, only one name seemed appropriate—Roberts Union. In 1928, Professor Carl J. Weber edited a volume of Roberts' writings under the title *Footprints*. The Trustees named in his honor the Roberts Professorship of English Literature. Dr. and Mrs. I. B.

Mower placed in the Chapel a tablet inscribed with one of Roberts' famous prayers:

We pray that at the center of the life of this college may stand the altar of service to others. May its fire purge us of selfish aims and purposes, so that all of us, here and everywhere, now and always, may with joy and gladness devote our lives to the promotion of the common good. We ask it in the name of Him who gave Himself for us. Amen.

Nowhere else is the personality of Arthur Roberts so well revealed as in notes taken day by day, at the chapel exercises during 1923-24, by a Colby freshman, Robert Waugh of the Class of 1927. Here are a few of President Roberts' memorable statements as that freshman took them down.

Our college spirit varies. When the waters are troubled, college does more for most students. The greatest enrichment comes in giving oneself for others. The hardworking life of a mother for her children is the abundant life.

You can be argued out of a faith that you have been argued into, but not out of an experience.

Most generalizations about college students are bosh. There is no type called a college student. There is no particular set of theological beliefs for college men. What you need is a satisfying religious faith, satisfying to you as an individual.

We should be thankful for the courage to keep on. A man may be down, but he is never out until he admits it.

No theory of evolution can account for the soul. We are more closely related to God than to the dumb creatures below us. Religion is not merely a matter of head and heart; it is also a matter of hands and feet.

The man who seeks perishable things is already dying.

Life is not measured by its length. Perhaps Theodore Roosevelt lived more life than did Methuselah.

God repeatedly forgives us because we need unlimited teaching.

What I hate about college discipline is that you have to punish fathers and mothers. All the evil seed a boy sows here is reaped by father and mother at home.

The most pathetic word in English is "almost"—almost passed the course, almost beat out the hit, almost got to class, almost a Christian.

That was the man who changed Colby College from a struggling institution with a few score students to a respected New England college with sound finances and a student body in excess of six hundred. When death removed him from the scene at the age of sixty, he would have been the first to say that much work remained to be done. But his own great task for Colby had been splendidly completed. It was now a college worthy of the attention of a Johnson and a Bixler.





## CHAPTER XXXIII

### *Interregnum*

WHEN President Roberts finally submitted to the advice of his physicians and went to Morristown, New Jersey, shortly before college opened in the fall of 1927, he expected confidently to be back at his desk before Christmas. Adopting the administrative device which had worked so well during his European trip, he appointed a faculty committee to administer the college during his absence. He chose Professor Taylor as chairman, and as the other members Professors Parmenter, Libby, Ashcraft, Marriner and Weber.

On President Roberts' death, the committee was uncertain about its continuance because it had been appointed by Roberts and was responsible directly to him. Soon after Roberts' funeral, chairman Wadsworth ascertained that it was the unanimous opinion of the Trustees that the committee be empowered to administer the internal affairs of the College until the fall meeting of the Board in November, and Mr. Wadsworth informed Professor Taylor, "This action is intended to cover any and every matter of administration that may arise prior to the November meeting of the Board."

Professor Taylor attended the November meeting and reported on what the committee had done. The work had been divided among the several members so as to place no excessive burden on any one of them. Professor Parmenter, in cooperation with the Dean of Women, directed student social activities. Professor Ashcraft had charge of chapel. Professor Libby attended to the engagement and entertainment of visiting lecturers and performed numerous other duties. Professor Marriner was adviser to freshman men, and Professor Weber had charge of the men's dormitories. As chairman, Professor Taylor presided at faculty meetings, at public functions including commencement, and had charge of general administration. The Board was delighted to learn that Taylor had paid personal visits to many classrooms. Expressing appreciation of the committee's work, the Trustees confirmed the appointments and authorized the committee to administer the College until a new president should assume the duties of office.

In June, 1928, Dr. Taylor felt that his age and health would not permit him longer to carry the burden of the chairmanship. He agreed to remain a member of the committee, but insisted that the Board relieve him of the chairman's position. Reluctantly the Trustees agreed, and appointed Professor Marriner as chairman. The personnel of the committee was unchanged except for the addition of a very important member. After several years of absence, Miss Ninetta Runnals was induced to return as Dean of Women. Both Trustees and faculty already knew her sterling qualities, and she was at once appointed to the Executive Committee.



It was at once seen that enrollment might be a problem. Young people do not like to attend a college that has no head, however efficient a committee may be. Many a young person had chosen Colby because the dynamic Arthur J. Roberts was its president. When the Class of 1931 was recruited in the spring and summer of 1927, President Roberts was still living, but his health had not permitted him to keep up his usual practice of visiting the schools. Except for some visiting done by the librarian and other members of the faculty, the new class had been enrolled largely by Registrar Malcolm Mower. In 1926, Roberts had agreed that the college records could no longer be kept adequately by the part-time assignment of a faculty member, and he had selected the son of a prominent Baptist trustee, Rev. I. B. Mower, as Colby's first full-time registrar.

The fall of 1926 had seen 121 men and 78 women enter in the freshman class. In 1927 that total of 199 had dropped to 178. Although Mower had enrolled 115 men, the number of freshman women was only 63, a loss which could in no small measure be attributed to the absence of Dean Runnals. Because of high retaining power in the upper classes, however, the total enrollment for both 1926-27 and 1927-28 was exactly the same, 676.

When a new class entered in the autumn of 1928 the College felt keenly its lack of a president. The total college enrollment fell to 630. It was clear that restoration of public confidence in Colby depended upon the speedy election of a president.

It is only in retrospect that one can see clearly that Colby was then losing its appeal to prospective students. At the time everyone made light of the situation, and even saw in the numerical liability an academic asset. The *Echo* said:

While the number is fewer than last year, the administration feels no alarm. The College is equipped to care well for 600 students. To accommodate more we need increased physical equipment that is very costly. Additional instructors can be engaged from increase in current funds, but those funds will not provide new classrooms, new laboratories, nor adequate library facilities. This year the Trustees limited the number of women, but every male applicant who could present full entrance credentials has been admitted.

For some time the faculty had been complaining that student numbers were sadly outgrowing the facilities. There was some rejoicing, therefore, in the teaching ranks when enrollment dropped nearer to what many regarded as the appropriate figure of six hundred. This led to an interesting controversy over the question whether admission should be restricted in the interests of quality. Hitherto any boy who could meet the minimum requirements for entrance was accepted, often with one or two of the necessary fifteen admission units to be worked off by examination after his actual enrollment. Professor Carl J. Weber, always an aggressive advocate of high academic standards, felt the time had come to adopt a restrictive policy.

In an article published in the *Alumnus*, he wrote:

Our present student body has been more carefully selected than ever before. As we have approached and at times passed the limits of our ability to take proper care of those who have applied for admission, we have been able to pick and choose. Entrance examination standards have been raised. The numerical limit set by the Trustees on the women, and the limit set by our classroom and laboratory facilities on

the men, have made it possible to insist year by year on more vigorous intellectual standards. The welcome product of this care in selection is an extremely low mortality rate. Our senior class this year is the largest in the history of the College. The sophomores outnumber the juniors by only two. It isn't a huge freshman class that indicates the intellectual life of a college, but how large a proportion of the class last through to senior year. The close approach to equal numbers in the four classes is an excellent condition.<sup>1</sup>

The Editor of the *Alumnus*, Professor Libby, took sharp issue with the English professor.

The *Alumnus* takes exception to the statement that our present student body has been more carefully selected than ever before and the inference that limits have been set on the number of entering students. When it is said that we are selecting more carefully today, it is rather important to know in just what respect. There are no more important bases of selection than seriousness of purpose and giving a poor boy a fighting chance. The boy with honest purpose and fair ability and ambitious soul can get into Colby as easily now as he could 25 years ago. It is true that accommodations limit the number of girls from outside the city, but there is no limit on women commuters. Whenever there has been appreciable increase of students, more classrooms and laboratories have been provided. This whole idea of limiting numbers is nothing but a wail of despair. The prestige that comes from advertising a limited enrollment to a gullible world, then fails to live up to the advertising, is of doubtful benefit. Old Colby has never resorted to that method of advertising, and it is devoutly hoped that the day is far off when it ever will.<sup>2</sup>

Thirty years after that clash, in which both contestants had strong supporters, it is interesting to note what actually happened—not the opinions, but the facts. Colby continued, like almost every other small college in the land, to relate its admission practice carefully to its financial budget. This writer once asked the dean of one of New England's prestige colleges of liberal arts, "How many freshmen are you going to have next fall?" The prompt and frank answer was, "As many as we need to balance the budget." As soon as a college was sure that it could get the needed number of freshmen by taking only a part of its qualified applicants, it proceeded to restrict admission to the better of those applicants. Any college that had to dip low into the academic barrel of its applicants, in order to get enough freshmen, could be less restrictive.

At Colby the gap in ability and performance in favor of the women widened through the years because the needed number of women, year after year, could be obtained from a more restricted group than was possible among the men. Only in recent years have men who could fully meet minimum requirements been refused admission. By 1960 the time had come when admission into Colby was truly restrictive for both sexes.

Even after the passage of thirty years, the controversy still goes on, but is no longer a controversy between academic quality and the "good but dumb" boy. It is exactly as it always was in reality, the pressure for numbers against the pressure for excellence. Whatever may be its result in an individual college, there need be no such battle on the broad educational scene. No boy need be denied opportunity for post-high school education suitable to his ability and his desire. Colby has made the fortunate decision that it means to remain a high



grade college of liberal arts and has no intention of being all things to all men. Restrictive admission, generally acceptable all over the nation in 1960, became Colby's natural right and duty.

Despite lower enrollment, the two years of executive committee rule were not without accomplishment. Led by Professor Libby, a successful campaign was conducted to secure substantial increase in faculty salaries. President Roberts had himself started the movement, with the generous help of the General Education Board. He had done all he could when fatal illness attacked him, but certainly not all he would have done if his life had been spared. Professor Libby picked up the salary issue where Roberts had unwillingly left it.

Near the close of the Roberts administration two members of the faculty were one day journeying together to a neighboring town to conduct extension courses. One asked the other, "Wouldn't it be wonderful if top salaries could be increased to \$4000?" "Yes," replied his companion, "that would be mighty close to Heaven." Yet, thanks to the strenuous efforts of the Executive Committee under Dr. Taylor, spurred by Professor Libby's impressive marshaling of the arguments, only one year after President Roberts' death the Trustees did establish that heavenly goal of \$4000.

The recommendation of the committee, consisting of Carroll N. Perkins, Frank B. Hubbard, and Irving B. Mower was adopted on April 6, 1928, to become effective with the beginning of the ensuing college year. It called for full professors to be paid \$3400 to \$4000, associate professors \$3000 to \$3300, assistant professors \$2400 to \$2900, and instructors \$1800 to \$2300. The plan also called for annual increments of \$100 in each grade.

The editor of the *Alumnus* blamed lack of concerted effort by the faculty for failure to secure a higher scale. He wrote:

The special committee of the Trustees has made its report to the Board, and the Board has finally approved the schedule of salaries as made. The report is exhaustive and merits only words of commendation. While many hoped that the maximum salary would be set at \$5000, that greater incentive might be offered for duties well performed, still the increase is satisfactory. Had the faculty members met as a body on the matter and presented their findings to the Trustees in a dignified way, a higher schedule might have been reported. As it was, individual members submitted their budgets, and some of those who had been most wrought up over low salaries fixed as a maximum the \$4000 figure. Now that the schedule is determined upon, all discussion of the whole salary question should cease. Its agitation is apt to become chronic, and there is no worse malady.<sup>3</sup>

The new scale was immediately implemented in 1928-29 by fixing the salaries of the six professors who had seen longest service at \$4000, and within a few years all who had held the top rank in 1928 were receiving that maximum.

As a part of his persistent and successful campaign, Professor Libby had patiently collected information about salaries from many other colleges. He published comparative figures for ten New England institutions: Amherst, Bates, Bowdoin, Brown, Colby, Dartmouth, Middlebury, Tufts, Wesleyan, and Williams. In 1919 the maximum paid a full professor ranged from \$2000 at Colby to \$4500 at Dartmouth. Bates then paid a maximum \$400 higher than Colby's. In 1924 Colby was still at the bottom of the list, with a maximum of \$2800, and in 1926, when the figure reached \$3400, each of the other nine colleges had a higher maximum. Only in 1928, with a maximum of \$4000, did Colby share the cellar

with Bates and Middlebury, while Dartmouth still led the list with \$7000. In fact the Hanover college paid assistant professors \$500 more than Colby's top full professors.<sup>4</sup>

Odious as were the comparisons, the salary increases were indeed gratifying. That they could be made when the college was without a president and when enrollment showed some decline, speaks volumes for the understanding and the determination of the Colby Trustees. They showed the same courage and the same progressive attitude when they raised the tuition fee to \$200 a year, effective in September, 1928.

In its second year of operation, the Executive Committee instituted a change that was indeed radical. For more than a hundred years chapel had been held daily for all students of the college. Attendance had been required, but the allowance of "cuts" was liberal and for long periods attendance was not taken at all. For more than twenty years the daily chapel for men had been held at ten o'clock and that for women at noon. It was partly in justice to the women and partly to secure better attendance for men, as well as more meaningful services, that in 1928 it was decided to hold the chapel service for each sex three times a week, the men meeting at ten o'clock on Monday, Wednesday, and Friday, and the women at the same hour on Tuesday, Thursday, and Saturday. A rigid check was made on attendance, and a committee headed by Professor Ashcraft, and composed of both teachers and students, presented a series of attractive programs. Still the situation was not satisfactory, and chapel remained a problem long after the coming of a new president.

In 1927 Colby saw the election of its first Rhodes Scholar in twenty years, and only the second in Colby history. Abbott Smith of the Class of 1928, son of William Abbott Smith, 1891, and grandson of Samuel K. Smith, 1845, Colby's long remembered professor of rhetoric, was chosen among the young Americans to attend Oxford under the Rhodes trust. Interest in the Rhodes scholarships had been revived by Professor Carl Weber, who had himself been a Rhodes scholar. Within a few years young Smith was followed at Oxford by two other Colby men, John Rideout, 1936, and William Carter, 1938. It is worthy of note that all three of these Rhodes scholars were sons of Colby graduates. Rideout's father was Walter Rideout, 1912, and his mother was Ruth Brickett, 1915. Carter's mother was Mary Caswell, 1904, and his father was Professor Benjamin Carter of the Colby department of mathematics.

The Executive Committee instituted a reform concerning the award of scholarship aid. Formerly it had been the custom for applicants to apply in person to the President. Awards for students already in college were made for the second semester only. The custom was for an applicant to don his oldest clothes, and with doleful countenance present himself at the President's office. A president like Roberts was shrewd enough to see through such tricks, but his naturally kind heart made even Roberts sometimes a gullible mark. At any rate, no member of the committee considered himself as able as Roberts had been to detect the shamming and reward the deserving. Beginning in 1928, applicants for scholarships were required to fill out forms, and both they and their parents had to supply pertinent financial data. The plan worked so well that it has been continued ever since, although now Colby is a member of the Cooperative Scholarship Service, to which scholarship applications for all member colleges are submitted, processed, and then sent to the individual colleges concerned.

During the early years of the Roberts administration, optimists thought hazing at Colby had been effectively stopped. It is easy for college officers to over-



look the fact that every four years sees a completely new student body. The time came when no one remembered the noble stand taken by one sophomore class, and the old custom of humiliating freshmen, demanding adherence to fantastic rules, and a certain amount of paddling had returned. Freshmen again had cause to dread Bloody Monday Night, the first Monday of each college year. Time and again freshmen painted their numerals on the gymnasium roof, and each time the upperclassmen insisted that the offending marks be removed.

The reforming enthusiasts who had tried to abolish hazing had not realized the weight of a certain basic view—the concept that modest and obedient conduct is expected of first year college men. As the *Echo* put it:

Many freshmen do not seem to realize that there is a certain place in college life reserved for freshmen, and they must keep that place. A great many freshmen this year have been altogether too fresh. They do not seem to understand that it has been a long and cherished custom for freshmen to give their services to the College when they are needed. The affair at the gym was partly caused by natural irritation at the poor spirit shown by this freshman class.

Sometimes Bloody Monday caused reaction from the city authorities. In 1919 the *Waterville Sentinel* announced that a reward of fifty dollars had been offered for the conviction of persons who had placed Phi Chi posters on windows of public buildings. Occasionally some obstreperous student was taken into custody, but was usually released without trial. The city officials, always friendly toward the College, were remarkably patient with student outbreaks, especially the antics of Bloody Monday Night. Even when students removed the portraits of Waterville mayors from the corridor of City Hall and placed them on the steps of a fraternity house, the public regarded it as a good joke on the local police, for the corridor was just outside the open door of the police station.

The Freshman Rules, posted by the sophomores in 1928, were typical of the period, absurd as some of them would seem today. Note that they applied only to men.

1. Wear the cap and green tie at all times.
2. Walk on the female side of College Avenue.
3. Bare the head to upperclassmen and coeds.
4. Learn all Colby cheers and songs.
5. Be in the arms of Morpheus by midnight.
6. Keep off the college lawns.
7. Carry matches and offer them to upperclassmen.
8. Do not wear prep school insignia, knickers or sweat shirts.
9. Do not smoke on street or campus.
10. Shun the company of the fair sex.

Another accomplishment of the interregnum was the introduction of an orientation course for freshmen. Meeting once a week, in place of the old-time Freshman Reading, it was planned and directed by Professor Marriner. The first semester, with various speakers from faculty and administration, covered such subjects as the requirements for graduation, use of the library, preparation for examinations, taking of notes, budgeting of time, student organizations, and finances. Required reading was Dr. E. C. Whittemore's *History of Colby College*, which had come from the press in 1927. The second semester was devoted to orientation to the fields of knowledge, beginning with the sidereal uni-

verse, continuing through geological, physical, chemical and biological processes to a consideration of man's place in the nature of things. Lectures were given by fifteen members of the faculty. At the end of World War II, Marriner developed the second semester area of this experiment into a regular three-hour course for freshmen, under the title "Man and His World."

Finding that many Colby students were interested in good music, Professor Everett Strong, who in addition to his teaching of modern languages served as organist at the Congregational Church, started the first college concert series in 1929. It became so popular that it was later enlarged into the Waterville Community Concert Series.

In February, 1929, after long negotiation, the College acquired what was known as the Bangs property, situated on College Avenue, between the DKE House and the home of Dr. E. S. Risley. The purchase included a large brick residence on land extending from College Avenue to Front Street. On the rear of the lot had been installed the rink of the Waterville Hockey Club, which the College now acquired for its own hockey teams. The house itself soon became Colby's first infirmary for men.

For many years members of the Colby faculty had taken active part in civic affairs. It was left for Professor Libby, however, to be the first faculty member to serve as Mayor of Waterville. Elected in 1926 and reelected in 1927, he gave the city the most efficient administration it had ever known. Reforms which he inaugurated have shown their beneficial results for more than thirty years.

In 1928 Libby announced his candidacy for Governor of Maine. Although defeated for the Republican nomination, he ran well in the primaries, and might have won easily if he had had the support of the party ring. He was too straightforward and too outspoken to meet the approval of the machine politicians. The primary election came early in June. By the middle of May, Libby had made 80 campaign speeches and had shaken hands with more than 12,000 persons all over the state.

That recurrent demon, fire, hit twice during the interregnum years. Shortly before the Easter recess in 1927, Coburn Hall was so badly damaged that it had to be rebuilt. Valiant work by students succeeded in salvaging many of the valuable contents, especially the collection of birds that had been given to the College by Professor Hamlin. Although complete renovation was made during the summer, it was not until after the Christmas recess that the departments of biology and geology could again make full use of the building. The *Echo* described the improvements.

Although the new Coburn Hall is situated on the old foundations and uses the old walls, the internal structure has been entirely changed. Some of the more obvious improvements are a larger entrance, better placed classrooms, a basement room for comparative anatomy, a museum on the top floor, and more efficient offices. In addition to the departments of biology and geology, the building now houses the Department of Education and Psychology, and also has several general classrooms. The renovation has provided three large lecture rooms, several conference rooms, and spacious laboratories.

About eleven o'clock on the evening of May 3, 1928, fire was discovered in the gymnasium. Breaking out in the furnace room, the flames destroyed supporting columns and floor timbers, causing about \$2500 damage. This harm to property was so slight that little would have been thought of it except for un-



fortunate publicity. The College was in the midst of a campaign to provide a new gymnasium, and an over-zealous newspaper reporter spread the rumor that students had set the fire to get rid of the old gym and make a new one absolutely necessary. The report said that students had interfered with the firemen and had even cut the hose.

Too many newspaper readers were ready to believe the report without inquiry. The financial campaign was seriously affected, as prospective givers notified the committee that such a student body didn't deserve support. College officials, again led by Professor Libby, worked hard to squelch the ugly rumor. Finally, with the help of the public press, and to the satisfaction of all concerned, it was shown that there was no evidence whatever of arson. The insurance adjusters had settled the claim without any suggestion that the fire was incendiary. The Waterville fire chief stated that the hose had not been cut and hydrants had not been tampered with.

Not since the administration of President Small had the College given the Master of Arts degree automatically to one who engaged in teaching or one of the learned professions. But until 1928, the manner of conferring that degree in course had been loosely administered. Decision not to operate a Colby Summer School had focused attention of many Colby graduates on other means to improve their certificate status as teachers in the public schools. The coming of Professor Edward J. Colgan to the faculty, as director of a modern program of teacher training, had caused many teachers to seek means to secure the master's degree through extension courses and by informal arrangements with faculty members. The situation had become so confused that, on the recommendation of a committee composed of Professors Morrow, Colgan and Chester, the faculty voted the following regulations concerning the master's degree in October, 1928. A month later the new regulations were confirmed by the Board of Trustees.

In order to secure the master's degree, a student must pursue five courses of graduate study, three of which must be in the major department; he must write an acceptable thesis, must pay the same tuition as undergraduates, must have at least one full year in residence as a graduate student, and must have a mark of B or better in each graduate course.

At the same time the Trustees abolished the practice of conferring the Master of Arts as an honorary degree. Later, when the College ceased to give the master's degree in course, the honorary master's degree was restored.

The campaign which President Roberts had started, to obtain a new gymnasium, was continued vigorously after his death. In 1928 it was decided to expand the campaign into a development fund of \$500,000, only part of which would be used for the proposed gymnasium. The decision to move the College changed that picture completely, and half a million dollars for development on the old campus changed to many millions on Mayflower Hill. But, before the decision to move had been made, a large addition to the old gymnasium facilities had been erected. Known as the Field House, the story of its building and its use will be told in a later chapter on Athletics.

During the interregnum advancement was also made in respect to academic standards. Shortly before Roberts died, the faculty had abolished the time-honored deficiency examinations. For many years a student failing a semester examination could try it again on the third Wednesday of the following semester. In 1926 the faculty decreed that, in any course, a student had the right to one

final examination only, and for more than thirty years no "make-up" of a semester examination has been permitted.

Admission deficiencies were still causing trouble. Sometimes a student would reach the middle of his senior year, only to be notified that he had never passed off some entrance deficiency. One prominent alumnus recalls that he took the entrance examination in geometry five times before he finally passed it a few weeks before graduation. Though not ready to abandon entrance deficiencies altogether, as they happily did a few years later, the faculty in 1928 decreed that any student having entrance deficiencies must make them up before he could be admitted to the junior class.

Effective with the Class of 1929, the "quality point rule" went into effect. A student who secured only a "D" mark in every course could no longer graduate. A portion of the marks had to be of quality; that is, above the minimum passing level of "D." Three-fourths of all marks had to be at least "C," except that each "B" cancelled a "D," and each "A" cancelled two "D's."

As has been briefly mentioned in the preceding chapter, the place so long held by Sam Osborne had by 1927 come into the hands of Fred Weymouth. For many years he acted as guide, philosopher and friend to many boys who held janitorial jobs on the old campus. Because he somehow personified the unity that held the College together after President Roberts' death, this is a fitting place in the historical account to pay tribute to "Chef."

He got his nickname from his job in the SATC during World War I. There he had been chief cook of the Army mess on the Colby campus. Because faculty members insisted that the word "mess" had more than one application to the troublesome days of 1918, "Chef" became valued as a peacemaker and a friend of the KP boys, as well as lord of the kitchens.

Weymouth succeeded Fred Short as head janitor, and in that capacity he had to supervise the not too efficient labor of some thirty male students, who stoked the furnaces, swept the floors, cleared the walks and tended the grounds.

After his morning rounds "Chef" could usually be found in his basement retreat in Hedman Hall, sitting back in an easy chair, puffing a malodorous pipe, and patting his small dog lying in his lap. But in the early morning hours there was no easy chair for "Chef." Even if he had not been constantly called for difficulties with heating, plumbing or lighting, he would have had trouble enough routing his reluctant student help out of bed. Into the fraternity "ram-pastures" he would storm his way on a sub-zero morning, shouting "Hey! What's the big idea? Six o'clock doesn't mean half past seven. Come on, snap out of it and go tend your fire."

Just as Sam had done before him, "Chef" often derided a student by calling him "professor" or "doctor." He showed no particular deference to faculty members, but for his immediate superiors, the men who gave him orders, he had great respect. He never called President Roberts "Rob," nor Treasurer Hubbard "Frank." They were always "Prexy" and "Mr. Hubbard."

It was "Chef's" kind heart that saved many a thoughtless student from losing his job. Time and again "Chef" covered up the delinquencies, but for one sin he had no tolerance. When he ever caught a boy lying to him, that boy went on the Weymouth blacklist.

When a new president came to Colby in 1929, there awaited him a janitor who had become as memorable an institution as was Sam Osborne in the new president's own student days.





## CHAPTER XXXIV

### *They Also Taught*

WHAT of the men and women who served on the Colby faculty during the glamorous 1920's? Reference has been made to some of them, and at least one of their number, Professor Libby, has had a prominent place in the preceding chapter. Others already mentioned, like Weber, Eustis, and Dean Runnals will be given detailed consideration in later chapters, as will the beloved religious leader, Herbert Newman.

Let us here take a look at other Colby teachers of the 1920's, some of whom continued into the Johnson and even into the Bixler administration.

When Roberts' successor entered the presidential office in 1929, four prominent members of the Roberts faculty were no longer on the staff. J. William Black, Professor of History, who had been on the faculty almost as long as Roberts himself, had resigned in 1924 to accept a position at Union College in Schenectady. Of all the faculty members he was probably closest to "Rob," yet they were different men. Black was a clear, analytical lecturer, rather coldly intellectual, demanding exacting academic standards, and was meticulous in dress and manners. The college girls insisted that he never wore the same tie twice in the same week. He loved formal social events, and was a good dancer. It was Black who secured a chapter of Phi Beta Kappa for Colby, and he long served as its secretary. He built up a distinguished departmental library in history and government. More than any other teacher, Black developed the lecture method at Colby. Following his example other faculty members made increasing use of lectures rather than the time-honored recitations. He was so painstaking in his coverage of details that students in his American history course used to say that, when it came time to celebrate the Battle of Bunker Hill on June 17, Columbus had just sighted land. That, of course, was slanderous exaggeration, and however slowly one of Black's courses seemed to progress, the student was made to cover many a point thoroughly and memorably. Years afterward many a Colby graduate was grateful for the clear, logical presentation of "J. Bill."

Homer P. Little, who had carried on the tradition of Keely, Hamlin, and Bayley in the teaching of geology at Colby, had also resigned to accept a position at Clark, where Wallace Atwood had changed the emphasis on psychology of the days of G. Stanley Hall to vigorous attention to geography and geology. Within a few years Little was made dean at Clark, where he continued in office until his retirement.

Death had claimed two faculty members: Benjamin E. Carter, Associate Professor of Mathematics, and Anton Marquardt, Professor of German. Carter, a native of Connecticut and a graduate of Harvard in 1890, had come to Colby



as assistant professor of mathematics in 1910. Four years later he married a Waterville girl, Mary Caswell, a graduate of Colby in 1904. He had prepared for college at Phillips Andover Academy and had taken the master's degree at Harvard in 1892. From 1893 to 1910 he was an instructor at the Massachusetts Institute of Technology.

For two years before his death, Professor Carter had been seriously ill and had undergone major surgery. He bore his suffering with exceptional fortitude and insisted upon attending classes even when wracked by pain. He was a faithful deacon of the Congregational Church. The *Alumnus* said of him: "No man on the faculty was held in higher esteem. He never spoke unkindly of anyone. To him teaching was serious business, and in attending to it he never counted hours or health." He died on June 10, 1926.

President Roberts, though himself in poor health, with only a few months to live, saw the passing of an old friend and close associate, Professor Marquardt, on January 24, 1927. Affectionately known as "Dutchy," Dr. Marquardt was perhaps the last member of the Colby faculty who could clearly be called "a character." Never losing his native German accent, even after forty years in the United States, he would apply it to the most caustic American expressions. Looking over the rims of his spectacles, he would glue his eyes on some inoffensive student and "ride" him unmercifully. One alumnus recalls that he became completely flustered when "Dutchy" once asked him to decline a German noun. "Decline it," said the professor. Silence. "Come, come," shouted "Dutchy," "*fangen sie an*, get on going *schnell*, decline it, decline it!" Whereupon the student voiced in scared tones, "*Die Kleinit, der Kleinit, der Kleinit, die Kleinit.*"

After taking his doctorate at the University of Kiel in 1885, Marquardt had come directly to the United States, where he came under the influence of the great Harvard classicist, Kenneth Rand. At that time Rand made his home in Watertown and was a member of the local school committee. He found a place for young Marquardt on the staff of the Watertown High School. There "Dutchy" remained until 1891, when he came to Colby as instructor in modern languages. In 1896 he was promoted to associate professor, and in 1901 was made Professor of German. He purchased property near the Oakland line, on what is known as Rice's Rips road, where he conducted a unique, but unprofitable farm. From one trip to Germany he returned with a handsome stallion and seemed about to become a rival of the famous "Hod" Nelson as a breeder of horses, but the venture was not successful.

In the early 1920's Marquardt sold the farm and moved his wife and two sons to California. Each June he would make the long journey from Maine to the west coast by railroad day coach, never using a sleeping car, and each September he would make the same kind of journey in the opposite direction. Summers he spent with the family. The entire college year, including Christmas and Easter vacations, he spent in Waterville.

This historian felt especially close to Dr. Marquardt. During junior and senior years in college, I had been his undergraduate assistant, marking those daily exercises which the doctor called "teems." When Marquardt became seriously ill, President Roberts asked me to add to my librarian's duties the teaching of two sections of first year German. Consequently I often visited "Dutchy" in his sick room on Elm Street. He never went to the hospital, but remained in the little boarding house room until the end. There, on a bitter January day in 1927, far from his loved ones on the other side of the continent, died the man who could say of so many Colby graduates, "Mein friend, he was mein friend."

Writing in the *Alumnus*, Marquardt's associate, Professor White, said of him.

He was typically German in his painstaking thoroughness, his scorn of superficiality, his patient endurance of grinding routine, in his tenacity to what he held to be right, and in his regard for duty. Though born and bred in the north of Germany, he had little sympathy with militaristic and imperialistic Prussia. He suffered greatly in 1917-18 under the groundless implication that because he was a German he was disloyal to his adopted country. He was always a thoroughly loyal American. Above all he was a born teacher. His happy knack of tempering sternness and strictness with flashes of pungent wit saved him from the fate of so many foreign-trained teachers who attempt to instruct our young barbarians. It was that unique display of humor that made a speech from "Dutchy" an indispensable feature of Colby Night. He held in deep affection all sons and daughters of Colby. Who can estimate the value of those extra hours he spent with students in order that even the slowest and dullest might make the grade?<sup>1</sup>

Still vigorously teaching when the 1920's merged into the 1930's was a man who had been on the faculty longer than either Roberts or Marquardt. To more than half a century of graduates, Julian D. Taylor symbolized Colby College. He had already been on the faculty three years when the first woman graduate entered, and was still a faculty member when the fiftieth anniversary of that woman's graduation was recognized. He lived to see four of his former students become president of the College: Small, Butler, Roberts, and Johnson. When he retired, nine of his faculty colleagues had been his former students.

Immediately after his graduation from the College in 1868, Julian Taylor began the teaching of Latin in his alma mater—a career that continued until 1931, the remarkable span of 63 years. It is believed that no college teacher in America ever surpassed that record.

Bertha Louise Soule rightly entitled her biography of Taylor *Colby's Roman*. Roman indeed he was in countenance, in dignified manner, in authoritarian dictum. Even after four years in his classroom, the Latin "majors" sat in awe of him. He could squelch a poorly prepared student with withering scorn, and when he praised a good recitation it was scarcely extravagant. Yet this man who seemed the very personification of reserved, even cold dignity had played first base on the Colby baseball team, was a member of Erosophian Adelphi and of a senior "feed society," a debater and prize-winning speaker, and not averse to mild student pranks. To be sure he was never accused of setting fire to the college privy, as was his student Nathaniel Butler, who later became Taylor's own boss as Colby president, but he was neither anti-social nor unduly dignified in his student days.

In 1879 the Trustees voted to sell to him "the small piece of land between the railroad and the late Professor Keely's house, on the payment of five hundred dollars." Remaining a bachelor until 1892, he then married the widow of Dr. Nathaniel Boutelle. She had been Mary Keely, daughter of Professor George Keely. Thus were linked by marriage the famous Colby names of Keely, Boutelle and Taylor. After his marriage, Professor Taylor built a home on the lot he had held for a dozen years.

In 1921 Professor Taylor presented his resignation, saying that 53 years was plenty long enough for any man to continue teaching. The resignation met with prompt and decisive remonstrance, and he was persuaded to withdraw it,



a decision for which the urgent pleading of President Roberts was largely responsible. Although repeatedly trying to have his resignation accepted, he continued to teach until June, 1931. At the meeting of the Trustees in November, 1930, President Johnson had said: "Professor Taylor will retire at the end of this year. Incapacitated by illness for several weeks, he has now returned to his teaching with his customary vigor. He is unique in the length and quality of his teaching and in his devotion to the College."

Professor Taylor lived for only one year after his retirement, passing away on October 13, 1932. Only a few years before the end he had fulfilled a life-long yearning to see Rome, where his spirit had walked daily for more than half a century. Riding along the Appian Way he got out of the taxi and walked for miles in the footsteps of the Latin writers he knew so well.

Long interested in financial matters, Taylor served for many years as a director of the Ticonic National Bank. He once told the Colby boys, in a chapel talk, that only two things are necessary to make money—foresight and patience. His offer of a large sum to the College if it would remain in Waterville will be recounted in a later chapter on "Mayflower Hill." His will made the College his residuary legatee.

Fortunately, as in the case of President Roberts, we can again turn to the notes carefully kept in his student days by Robert Waugh of the Class of 1927. Beginning about 1910, Dr. Taylor gave in alternate years a course in Teaching Latin. It was little more than a review of Cicero and Virgil. When this historian took the course in 1912, it gave almost no instruction on the teaching of beginning Latin to high school freshmen, nor did it reveal any knowledge of educational psychology. But when Waugh took the course in the spring of 1927, Taylor spiced it with keen observations on educational methods, and showed all too clearly that he had little sympathy with the techniques and the educational philosophy then emanating from Teachers College of Columbia University, the very place from which was to come Colby's next president. Let us note some of the Taylor advice to teachers, as Waugh recorded it from the old Roman's own lips.

Teachers teach more by what they are than by what they know, and what they are depends on their ideals, and their ideals depend upon their associates. The most skilful teacher is a good student of human nature. Remember always to emphasize the human element; it awakens interest.

One day when a girl asked Dr. Taylor what she should do when a pupil asked her a question she could not answer, he replied, 'If you get caught, admit it, but don't get caught.'

Don't stick to the textbook. Be original, and see how surprised your class will be.

Don't neglect the bright pupil. The dull pupil always gets more than his share of time.

The teacher must have *some* superiority. This may be in knowledge, force, personality, or even dress.

We need teachers who can take the conceit out of us.

Clarence Hayward White had been called in 1902 to the professorship of Greek, held so ably by John B. Foster from 1858 to 1893, and by Clarence B.

Stetson in the subsequent nine years. For more than a third of a century Professor White taught not only the classes in Greek, but also, as enrollment in the classical languages decreased, such other subjects as art, literature, ancient history, and English composition. Quite in contrast with the reserved, ultra-dignified Taylor, White was the jovial extrovert, on a friendly footing with the many students who adored him. Because of his bristling beard he was labeled by President Johnson as the only member of the faculty who looked like a college professor. He was a superb teacher, inspiring students to go beyond the drudgery of translation into literary appreciation. To read the *Odyssey* under White was an unforgettable experience. After his retirement in 1934, returning alumni flocked to his home to pay their respects to their favorite professor.

At the close of the First World War, through no fault of his own, White came near to losing his connection with Colby. The demand for courses in Greek had dropped so low that in June, 1918, the Trustees voted that the Department of Greek be abolished at the end of the ensuing college year. That action occasioned such remonstrance from indignant alumni that, in April, 1919, the Board voted to extend the date of implementation for a year, until July 1, 1920. They agreed that reasonable notice had not been given to Professor White. At the June meeting of the Board, President Roberts asked that the vote of abolition be completely rescinded. As a result a committee headed by Rex Dodge was appointed to reconsider the matter and report at the fall meeting. As a result of the committee's recommendation, the Board voted in November, 1919: "In view of the changed conditions, the vote of June 15, 1918, to abolish the Department of Greek, which action was based on uncertainties brought on by war conditions, is now rescinded." Fortunately for Colby, Clarence White remained on the faculty and to this day the teaching of Greek at the College has never ceased.

Except for new presidents, most men joining the Colby faculty between 1890 and 1920 came in initial rank below that of full professor, though several of them received rapid promotion to the top grade—White was a significant exception. In the trustee records of June 23, 1902, we find these words: "Clarence H. White of Carleton College, Minnesota, elected Professor of Greek at a salary of \$1600." White had graduated from Amherst in 1886 with Phi Beta Kappa honors. He received the master's degree from Amherst in 1902 and was honored by Colby with the degree of Doctor of Letters in 1929.

Above all others on the faculty, White was renowned for his keen wit, especially his puns and epigrams. One morning, when the professor entered his classroom on the top floor of Recitation Hall, he found on the desk a handsaw, left by the janitor. Said White to the assembled class, "I see Fred Short wants us to have a cut this morning." Once when a student, whom the professor knew as constant user of a translation, made a stumbling rendition of the incident of the Trojan horse, White advised him: "You've done poor justice to Homer's horse. I suspect your own nag needs feeding, hey?" "Cutting classes," he announced, "is like the lion in the den with Daniel. There is no profit in it."

For many years Clarence White was secretary of the faculty, and there is no better way to reveal the liveliness of his mind and his rollicking humor than to quote verbatim from some of his records.

The faculty then donned the robes of the Dean's office and spent its customary half hour in police work.



Mr. A. C. was voted out of a course in history because of inadequate cerebration.

With a pious glow of enthusiasm, it was voted not to grant student petitions for holidays on the two days following Thanksgiving.

After presenting a brave front to the photographer, in the interests of Colby's financial campaign, the faculty commenced its weekly session.

Professor White was an enthusiastic Kiwanian and greatly enjoyed that association with the business and professional men of the city. He was a devoted Congregationalist and served for many years as deacon of the Waterville church. Mrs. White had the distinction of being the first faculty wife ever to hold official status on the Colby faculty. As has been previously mentioned, she taught Colby's first courses in music.

Clarence Hayward White died at his home on Burleigh Street in April, 1958, at the advanced age of ninety-four.

Henry E. Trefethen was a native of the Franklin County town of Wilton. Preparing for college at Kents Hill, Trefethen entered Wesleyan in 1878, receiving his A. B. degree in 1882 and his A. M. in 1885. At once he returned to his old preparatory school, Kents Hill, where he taught for nearly thirty years until he was called to Colby in 1911 as instructor in mathematics and astronomy. He was made assistant professor in 1913 and associate in 1923. When he first came to Colby he lived in Hersey House, the old building on the edge of the athletic field that had formerly housed the Men's Commons, and that was later removed to make way for the Woodman Stadium. From 1921 to 1924 he served as college registrar, keeping the records in the front room of the home which he had purchased on West Court. In the fall of 1930 he began to have pain which his physician diagnosed as angina pectoris. Nevertheless he kept doggedly at his teaching and literally died in harness on November 3, 1930, only a few hours after attending his last class.

For more than forty years Professor Trefethen was a regular contributor to the *Maine Farmer's Almanac* and for fourteen years was its editor. It was Clarence White who wrote in the faculty records this deserved tribute to his colleague and friend. "Professor Trefethen was a representative of the 'old school' type of scholar and teacher, with a truly liberal education. He combined classical culture with scientific acumen. Though his title subject was astronomy, he was equally at home in the teaching of Latin. He will long be remembered by students as a painstaking and thorough teacher, always eminently fair and just, and as a sympathetic and helpful friend. By his colleagues he will be remembered as a man of strong convictions, unwavering fidelity, and an ardent Christian.

From the time of George Washington Keely, Colby had been fortunate in a succession of famous teachers of geology. By 1920, when Professor Little decided to join the faculty at Clark, the Colby department was receiving the enthusiastic and constant attention of the head of the U. S. Geological Survey, George Otis Smith of the Class of 1893. Long before he became chairman of the Board of Trustees in 1934, Smith had used his substantial influence to see that geological studies received prominent attention at Colby. That a small and rather provincial college successfully maintained that department, which the Trustees had tried to abolish in 1900, was due in large measure to the watchful care of George Otis Smith.

As a successor to the resigning Little, Smith called President Roberts' attention to a young man whose work for the Survey had met with the director's approval. Edward H. Perkins had graduated from Wesleyan in 1912, and between work in the classroom and in the field had earned his Ph.D. at Yale in 1919. He was teaching at Western Ontario University when President Roberts invited him to Colby. Coming as associate professor in 1920, he was promoted to a full professorship in 1926, and in 1929 was made State Geologist.

Perkins was a productive scholar, whose scientific papers may be found in *American Journal of Science*, *Maine Naturalist*, *Journal of Geology*. He was the author of *Glacial Geology of Maine* and *The Natural History of Maine Minerals*. His knowledge of birds was almost as thorough as his knowledge of rocks, and he was a very active member of the Audubon Society. Every summer of his professional life he spent in geological investigation in the field. He was an inveterate lover of the out-of-doors and was at his best when seated at the campfire, far from the conventions of society.

After his death in 1936, Professor Perkins' widow, Mildred Wood Perkins, directed the supply and mimeograph service at Colby until her own death in 1956. In honor of husband and wife the College dedicated in 1958 the Perkins Arboretum, a wild life sanctuary on the northeast end of the Mayflower Hill site.

George Freeman Parmenter had no easy task when he came to Colby in 1903 to take the position in chemistry so long held by Professor Elder. "Parmy" often told how he was selected. Instead of an interview with the President, who was then Charles Lincoln White, the young man fresh from graduate school was sent to Portland for an interview with the chairman of the Trustees, Judge Percival Bonney. The judge gave the young chemist a rough grueling, but decided that the candidate would do. "You'll never be a real teacher like Elder," he pronounced, "but we can use you for a while." That while turned out to be 44 years, one of the longest records of service ever made by a member of the Colby faculty.

Parmenter had graduated from Massachusetts Agricultural College (now the University of Massachusetts) in 1900, had taken the master's degree at Brown in 1902 and the Ph.D. in 1903. Except for his work as a graduate assistant, the appointment at Colby was his first teaching experience. After a single year as associate professor, his work was so outstanding that in 1904 he was made Merrill Professor of Chemistry. He was a member of the American Chemical Society, the American Association for the Advancement of Science, and the honorary scientific society of Sigma Xi.

Parmenter was an exacting but inspiring teacher. For many years he sent a steady stream of Colby graduates to the leading universities for graduate study in chemistry. All over the land today, in prominent positions in industry, are chemists who received their initial training from George Parmenter. No better picture of him, both as professor and as man, was ever given than that written by his former pupil and member of the Colby Trustees, Professor Frederick Pottle of Yale. Here are a few extracts from Professor Pottle's tribute.

Parmenter possessed the unusual virtue of first, last and always teaching his subject. He was not without wit, and he could on occasion put on a good show; but his aim was to teach chemistry, and he did teach chemistry. Nobody at Colby in my day equalled Parmenter in vigor and massiveness. A man who majored in chemistry really learned chemistry. Parmenter possessed professional sense in a degree almost



unparalleled at Colby in my day. Everyone who completed the major with good grades was equipped to enter the best graduate schools. He assumed that his major students had a professional interest in chemistry, and he did not hesitate to demand professional standards. Other Colby teachers might tell you it would be wise to take certain courses outside the major department, but few ever made you do it. There was none of that nonsense in the chemistry major. Nobody was invited to major in the subject, but any man who did committed himself to two years of German, to advanced physics and to advanced mathematics.<sup>2</sup>

For many years Parmenter was chairman of the faculty committee on athletics. He regarded that difficult assignment as not that of a faculty censor of sports, but as an unbiased interpreter of student opinions to the faculty and of faculty opinions to the students. When he believed the student position was right, as he frequently did in respect to athletic schedules, he would fight for that position against any objecting colleague. More than once his diplomatic handling of a ticklish situation prevented student revolt, especially when he had to carry out any faculty decree that met with loud student disapproval. Especially distasteful was his duty as bearer of bad tidings, for it was he who had to inform an ineligible student that the fellow couldn't play in next week's game. Not until the coming of President Johnson did the faculty abolish the cumbersome and often unfair eligibility rules that could put a player off a team in mid-season and put him back on it on just as short notice.

After his retirement in 1947, George Parmenter lived quietly at his home on Sheldon Place, where he died on October 22, 1955.

One colleague of Parmenter's surpassed by one year the length of service of the chemistry professor. Webster Chester came to Colby in the same year as Parmenter, 1903, but his retirement a year later than his fellow scientist's gave him 45 years on the Colby staff.

Graduating from Colgate in 1900, Chester taught for two years at Colby Academy in New London, New Hampshire, then spent a year in graduate study at Harvard. Like so many young instructors in those days, Chester was brought to Colby in a sort of jack-of-all trades capacity. He was to take on courses in the biological sciences, long neglected by Professor Bayley, whose chief interest was geology; and he was expected to assist in other departments. In 1903 there was no department of biology at the College. So successful was Chester's work and so enthusiastic was the student response that in 1905 the Trustees voted, "In view of the importance and growth of the courses in biology, the Department of Biology is hereby created and Webster Chester is appointed Associate Professor of Biology." He obtained leave of absence during 1907-08 to complete work for his master's degree at Harvard, and in 1910 Colby made him a full professor.

Affectionately called "Bugsy," he was always the friendly even-tempered teacher who never let his devotion to his science interfere with his interest in students as human beings. When he had been at Colby only a year, the 1904 *Oracle* said, "Since coming to us, Professor Chester has shown the greatest energy and interest, both in his department and in his students, and has already made his courses among the most popular and most valuable in the curriculum."

Like Parmenter, Chester inspired many students to go on for graduate work. He was very proud of the international fame won by Robert Bowen, 1914, and was greatly saddened by that prominent zoologist's early death. He watched with admiration the increasing fame of the world's foremost expert on earth-

worms, Gordon Gates, 1919. He was especially proud of women graduates who gained distinction in biology, such as Donnie Getchell, 1924, at Hunter College, and Jane Belcher, 1932, at Sweet Briar. One of America's foremost anatomists, Leslie B. Arey, 1912, of Northwestern University, voiced what many others could also say of Chester: "Webster Chester—an inspiring leader, scholarly scientist, and true friend of youth, who laid my biological foundation, tendered encouragement and help in meeting early difficulties, and pointed the way to greater opportunities."

When Chester came to Colby he found the biological equipment limited to seven dilapidated microscopes. He found that if he wanted anything like adequate laboratories, he would have to importune both president and trustees year after year; and he would have to be carpenter, mechanic, electrician and plumber. So scant were the funds to provide biological specimens, that as late as 1913, one of his best students, Rafe Hatt, who later became head of the great hospital for crippled children at Springfield, Massachusetts, was accused of raiding the neighborhood for cats to supply the Chester laboratories. The accusation was slanderous, but seemed credible because of the notoriously small appropriation available. Patiently, but insistently, Chester pressed for better equipment. Sometimes he got only a hundred dollars, seldom more than three hundred. He made the most effective use of his laboratory fees, and long before the time came to move his department to Mayflower Hill, he had a splendid, workable department. It was under his skillful direction that Coburn Hall was rebuilt, after the fire. In 1948 Colby conferred upon him the honorary degree of Doctor of Science.

Chester's contribution to the College was by no means restricted to his department. Under President White he served as advisor to non-athletic organizations, and when Professor Little left Colby for Clark, Chester took over the troublesome and exacting task of excuse officer. He was chiefly responsible for an improved system of attendance regulations, although he was always the first to admit that no system could last more than five or six years, and in his long tenure on the faculty he saw at least a dozen major changes in the attendance rules.

Professor Chester rendered long and outstanding service as chairman of the Committee on Standing of Students. In that capacity he had to bear the brunt of the committee's decisions to dismiss delinquent boys and girls. Though, after 1930, it became the duty of the deans of men and women to deal directly with dismissed students and their parents, the affected families frequently appealed to the committee chairman; in fact they hounded him not only at his office, but also at his home. Whenever Chester felt that a case deserved rehearing, he saw that the student got it; but never did he attempt to overrule the committee. In all the difficult cases his sense of justice was paramount.

In the 1930's Chester took an interest in local politics and served two terms as alderman from Waterville's Ward Four. His ties to Colby and to Waterville were increased by his marriage to Edith Watkins, Colby 1904, and by seeing their daughter, Rebecca Chester Larsen, become a member of the Colby faculty in the indispensable capacity of College Recorder.

Retiring in 1948, along with Professor Chester, was Thomas Bryce Ashcraft, professor of mathematics. That department had enjoyed a long and honorable history. In the early years it had been the Department of Mathematics and Natural Philosophy, and had been conducted successively by Avery Briggs, George Washington Keely, Kendall Brooks, and Moses Lyford. In 1875 a sepa-



rate department of mathematics had been established under Laban Warren, who had been succeeded in 1903 by Hugh Ross Hatch.

Hatch was the last of Colby's many minister-mathematicians. A graduate of Colby in 1890, he had taken the B.D. degree at Newton in 1893, and had been pastor at Wolfeboro, N. H., before he joined the Colby faculty. His death in 1909 caused a vacancy that was not permanently filled until the coming of Ashcraft in 1911.

A graduate of Wake Forest College, North Carolina, in 1906, Thomas B. Ashcraft had come directly to Colby upon completion of his doctorate at Johns Hopkins in 1911. Starting as associate professor, he was promoted to a full professorship in 1913. He soon built the department of mathematics to a status that called for two assistants. Like other professors in allied fields, he sent his best students on to the graduate schools and, on his retirement, it was one of those students, Wilfred Combella, 1937, who succeeded him as chairman of the department. Another student, Marston Morse, 1914, won international fame as a mathematician and was an associate of Einstein at Princeton.

Under the nickname of "Tubby," Ashcraft became better known to hundreds of male students outside rather than inside the classroom. For many years he was treasurer and purchasing agent of the Athletic Association. Not until well into the administration of President Johnson were athletics recognized as a college-conducted activity, to be budgeted like all other college operations. When Ashcraft arrived in 1911, he had been preceded by a number of other faculty treasurers of the student-conducted association, all of whom had rendered valuable service. Nevertheless, when "Tubby" took the job he found the association \$7,000 in debt. To its affairs he proceeded to devote his constant and painstaking attention. He even stored athletic equipment in his barn on Pleasant Street, and kept a careful record of its issuance to players. No article of equipment, however small, could be purchased except on his order. As a result, when the financial affairs of the association were handed over to the College at the end of Ashcraft's treasurership, the deficit of \$7,000 had been turned into a surplus of the same amount. For many years he and Parmenter together composed the entire faculty committee on athletics.

Concerning Ashcraft's work for the athletic association, the *Alumnus* said: "The office was not a mere job of accounting; it meant sorting out football shoes, getting them repaired, sending the sweating football uniforms to the cleaners after the team manager had gone home, lugging tons of equipment up to his barn attic and down again, seeing every travelling salesman of sporting goods, working with a stream of student managers of varying degrees of responsibility, taking in, counting and depositing the gate receipts, and settling innumerable disputes."<sup>3</sup>

Ashcraft was one of the few Colby teachers who ever had a profitable sideline. He became interested in real estate, and at the time of his retirement owned buildings on Winter and Pleasant Streets that housed more than twenty apartments. A few years later he sold it all and moved to his ancestral home in North Carolina. But the appeal of Waterville was so strong to him and his family that they continued to return to Waterville for the summer months of each year. Dr. Ashcraft died in North Carolina in 1960.

Although a full-time registrar had first come to Colby in the person of Malcolm Mower, that office did not assume its present significance until Elmer Warren took charge. The son of Ambrose Warren, 1899, but himself a graduate of the Massachusetts Institute of Technology in 1926, Elmer had come to Colby in

1928 as instructor in mathematics. He was promoted to assistant professor in 1930 and to associate professor in 1938, having meanwhile earned the degree of master of education at Boston University. In 1933 he succeeded Mower as registrar. He made that office much more than a place for recording student marks. It became a source of varied statistical information carefully compiled under his direction. He became interested in the placement of graduates, especially in business positions, and he established Colby's first systematic placement service. He organized and conducted a course in statistics and persuaded his department to introduce a course in college mathematics at an elementary level, as special aid to students whose preparation in mathematics was inadequate. He asked for leave of absence during World War II and served in the Air Force with rank of major. He returned to the Colby faculty for two years following the war, then left teaching to take a very attractive position as personnel director for the National Insurance Company at Montpelier, Vermont. His assistant, Miss Frances Perkins, was appointed Recorder and continued in that office until marriage to Professor Richard Cary.

One of the most inspiring teachers, and certainly one of the most dynamic lecturers who ever held membership on the Colby faculty was William J. Wilkinson, who succeeded J. William Black as professor of history in 1924. A graduate of the oldest of southern colleges, William and Mary in Virginia, he had taken his doctor's degree at Columbia, and had been a student of government under Woodrow Wilson at Princeton. Before he retired in 1947 he had received honorary degrees from Washington College, Wesleyan, and Colby.

Wilkinson's professional interest in history had come rather late. He had taken his master's degree at Columbia in 1907 in the field of classics, and for the ensuing ten years he was an instructor in Latin and Greek at William and Mary. During World War I he was educational director at Camp Hancock, then an instructor in the Army Educational Corps at Beaune, France. His interest having now turned to history and government, to which he had been first drawn before the War because of his work with Woodrow Wilson at Princeton, he was lecturer in history at Wesleyan from 1919 to 1923. The following year he spent at Columbia, completing the work for his Ph.D. degree in history. He then came to Colby as associate professor. So immediate and so profound was his impression upon students and the public that, after a single year, he was made full professor. Attracted to the University of Vermont by experience there in summer teaching, Wilkinson left Colby in 1928, but after one year in Burlington he was homesick for the Waterville surroundings and returned to his Colby position, not to leave it again until his retirement in 1947.

Professor Wilkinson was in wide demand as a public lecturer, and he generously responded to the calls. His special field was modern European history, but his real love was current political and international affairs. He often talked about a forthcoming book before it came from the press. He saw the dangers in our wartime alliance with Russia long before many national leaders were aware of it. In politics he was "an unrepentant liberal," and he vented bitter scorn on those conservatives who blocked the League of Nations devised by his beloved teacher, Woodrow Wilson. Nor was he a mere armchair politician. As a Democrat, he was elected alderman in Waterville's strongly Republican Ward Four.

When he retired in 1947, the tributes paid Professor Wilkinson by former students were many and memorable. Norman Palmer, 1930, who had been not only pupil, but also faculty colleague of Wilkinson at Colby, said: "Steeped in



the classics, a lover of the English literary and cultural heritage, a Jeffersonian democrat and a Wilsonian internationalist, you have reinforced your teaching by your breadth of view, your tolerance of human failings, and your unique personality."

Dwight Sargent, 1939, now in charge of the editorial page of the *New York Herald-Tribune*, at the time of Wilkinson's retirement had just finished his war-time job of informing American troops about world-wide political events. He wrote: "What little judgment I had in this work I can trace to your classes. You prevented me from being an isolationist. Whatever slant I have on foreign affairs is sounder than it would be if I had not spent many hours listening to you."

With the deep affection of hundreds of Colby people, William J. Wilkinson retired to the quiet of his southern home in Johnson City, Tennessee, where he died on April 7, 1950.

Curtis H. Morrow was brought to Colby in the centennial year of 1920, to carry on the great tradition in economics and sociology started by Albion Woodbury Small. Morrow had been one of Dwight Moody's Mount Hermon boys and was always proud of the religious influence of that famous school. Like Small before him, Morrow was a lay preacher, often supplying pulpits during his years at Colby. He was a product of G. Stanley Hall's days at Clark University, taking all three degrees, B.A., M.A., and Ph.D. For six years he was assistant librarian of the American Antiquarian Society in Worcester. Joining the Colby faculty as associate professor, he was promoted to a full professorship in 1924, and as time went on saw his one-man Department of Economics and Sociology staffed by six persons.

Although he was quite at home in the field of economics, his real love was that of Albion Woodbury Small, sociology, and in his last years on the Colby faculty he devoted his teaching to that subject, although he continued to administer the combined department. He was greatly interested in local sociological problems, and he conducted valuable research on employment, housing, French-Canadian assimilation, and other phases of Waterville life. Seeing the needless duplication of effort by the individual welfare agencies, he organized and supervised a clearing house for charity cases. He took an active interest in such organizations as the Home for Little Wanderers and the Home for Aged Women, and was prominent in the activities of the Waterville Baptist Church. After several years of retirement, Professor Morrow died in 1959.

Two men constituted the Department of Physics when Johnson became President. Nathaniel Wheeler, a graduate of Colby in 1909, with a master's degree from McGill University, had been assistant professor at McGill for eleven years, when President Roberts invited him back to his alma mater in 1920. His full professorship came in 1921, and he remained at the head of the physics department until 1942, when he left to carry on the family farm in New Hampshire. Wheeler was a devout Baptist and served for many years as clerk of the Waterville Baptist Church. He was an ardent prohibitionist, who worked valiantly in that cause even after the repeal of national prohibition.

Wheeler's loyal colleague was Winthrop Stanley, a graduate of the University of Maine. Holding only a bachelor's degree, Stanley never reached rank higher than assistant professor, but his value to Colby extended far beyond the implication of his rank. Not only did he teach the elementary and some of the advanced classes; he was also the mechanic and repair man of the department. Scores of pieces of valuable apparatus were the result of his craftsmanship. He reached the age of retirement in 1950 and deserved real rest. But in a few years

he was called back to the department to assist in an emergency. Though then in failing health, he uncomplainingly walked up the three flights to the top floor of the Keyes Building, where the physics laboratories were located. So, in spite of retirement, this loyal, friendly man was actively associated with the Colby Department of Physics until his death on April 22, 1955.

In 1924 there came to Colby the man called "Eddie Joe." Born in Boston in 1886, Edward Joseph Colgan first intended to be an engineer, but after one year at MIT in 1905-6, he turned to a business career. After six years amid the buffets and trials of the business world he decided to be a teacher. Although without a college degree, he held two Arkansas principalships in succession, at Gillett and DeQueen. Determined that he must have a college degree, he entered Harvard and secured the Associate in Arts degree in 1917, just in time to be off for France with the American Expeditionary Forces.

After the war Colgan took the master's degree at Harvard, then pursued further study at that university's graduate school of education. From 1922-24 he was head of the Department of Philosophy of Education at Alfred University, then came to Colby as Associate Professor of Education and Psychology.

Under Colgan, for the first time, teacher training at Colby was put on a professional basis. Not only did he send many of his students out into the field as teachers in the secondary schools, but he also made himself useful to Colby graduates already in the schoolrooms before he came to the College. He was especially influential in an organized group of schoolmen in Kennebec and Somerset Counties, and he was always prominent at the annual conventions of the Maine Teachers Association.

The lot of the teacher of education in a liberal arts college during the 1920's and 1930's was anything but happy. Professors in the conventional disciplines looked down upon what they called the "educationists." That there could be any such thing as a science or organized technique of teaching was ludicrous to such men. So "Eddie Joe" had to approach his work under the opprobrium of being labeled a mere shop instructor. There just couldn't be anything basic about the subject matter contained in courses of education. Colgan faced all the criticism buoyantly and courageously. He did indeed use some professional lingo that his colleagues found incomprehensible, and he did keep pushing for the heavily loaded major requirements to be relaxed a bit in favor of a few courses for prospective teachers. When a professor from Teachers College at Columbia became Colby's new president, Colgan's hopes rose, and indeed his road was made somewhat easier. Anyhow Colgan made the best of the situation, through bright days and dark. Gradually, as he secured assistance in the department, he turned his personal attention more and more to psychology, but he never lost interest in the teacher-training program. When he retired in 1955, Colby teachers all over the land owed much of their success to the interest taken in them long ago, not only as prospective teachers, but also as human beings, by the man they called "Eddie Joe."

Lester F. Weeks was George Parmenter's "boy." Graduating with Phi Beta Kappa honors in 1915, Weeks was Parmenter's star student. Parmenter sent him straight off to Harvard, where he took the master's degree in chemistry in 1916. For two years he was on the staff at the University of Maine, then joined Parmenter in the Colby department. There he was assistant professor from 1918-28, associate professor from 1928 to 1947, and full professor from 1947 to 1954, when he reached retirement age. During leaves of absence Weeks did research at Cornell and at Cambridge University in England. At the time of



his retirement he held one of Colby's few named professorships as Merrill Professor of Chemistry.

Having a laudable conception of the place of chemistry in a liberal arts college, Weeks did much to develop courses for the non-professionals, even for those with little scientific aptitude. In doing this, he did not detract from Parmenter's long established emphasis on the preparation of professional chemists, but he did make it clear that at least one Colby scientist felt that students had a right to worthwhile information about chemistry without becoming chemists.

Lester Weeks was always interested in public affairs. He served in both branches of the city government, was a member of the State Legislature and a director of the Kennebec Water District. After his retirement he organized an interesting and active club in Waterville for retired persons. Nor did he immediately abandon teaching. There is wide demand for retired college teachers to serve as substitutes for persons on leave, and Weeks served in that capacity for one year at Kenyon College and for three years at Ohio Wesleyan University, where he was still active in 1960.

It was Cecil Rollins who gave to Colby its enviable reputation in dramatic art. There had long been a student dramatic society, and many a Colby play had been coached by a talented Waterville woman, Miss Exerene Flood. But not until Rollins took charge did drama become a part of the curriculum.

Cecil A. Rollins graduated from Colby in 1917, just in time to enter military service in the First World War, though he did get in a few months' teaching at Hebron Academy before donning a uniform. He returned to his alma mater as instructor in Latin and English in 1919. Three years later he went to Harvard for graduate study and received his master's degree in 1923. Back he came to Colby in 1924 as instructor in English, was made assistant professor in 1926 and associate professor in 1930. For many years he was in charge of Freshman English, having as many as eight other members of the English staff associated with him in its teaching. After thirty-six years of college teaching, Rollins resigned in 1955 to make his home in Scarborough, where he and Mrs. Rollins continued avidly their hobby of bird watching.

It was in 1925, when he tackled the dramatic program, that Rollins found his true forte. Under his guidance the dramatic society, Powder and Wig, produced many outstanding plays from Greek tragedy to the latest Broadway hits. Patiently he and Mrs. Rollins built up an impressive store of properties. No detail of costuming, stage effects, make-up, or "business" escaped their attention. Rollins encouraged his students to write as well as act, and several original plays were thus produced.

After the death of Galen Eustis in 1958 and the retirement of Ernest Mariner in 1960, only four members of the faculty who were on the staff when Franklin Johnson became president were still teaching at Colby. They were Everett Strong, who had come as a young teacher of modern languages in 1922 and had made himself invaluable not only in his department but also in his interest in music; Walter Breckenridge, who had entered the department of Economics and Sociology in 1928, and had risen from instructor to full professor and head of the department; "Breck's" close friend, Damon to his Pythias, Alfred Chapman, a graduate of Colby in 1925, who likewise had risen from instructor in English to department chairman and holder of one of the named professorships, Roberts Professor of English; and Ellsworth ("Bill") Millett of the Class of 1925, who became an athletic coach at the College in 1927, was made a member of the faculty in 1934, and is now known to every alumnus as "Mr. Colby," the beloved alumni secretary.

## CHAPTER XXXV

### *A Great Administrator*

**A**FTER taking more than a year to select a successor to President Roberts, the Trustees made a truly inspired choice. If there was ever a man supremely fitted to head the College in a time of crisis, that man was Franklin Winslow Johnson. He modestly considered himself unfit for so great a task, and it took considerable urging to secure his final acceptance. When the Trustees elected him to the presidency on November 17, 1928, neither they nor he could possibly know that very soon Colby "must move or die," and that the Herculean task of moving must be attempted in the midst of the nation's worst depression followed by the nation's greatest war.

Franklin Johnson was elected president thirty-seven years after his own graduation from Colby in the Class of 1891. A native of Maine, he had prepared for college at Wilton Academy, and had been a Colby freshman when his predecessor, Arthur Roberts, had been a sophomore. For three years, Johnson's closest college friend and roommate was Dana Hall, 1890, with whom he later served on the Colby Trustees. The two lived as neighbors in Chicago, where Hall was a partner in the textbook publishing firm of Ginn and Company. Before 1928, Mr. Hall and Mrs. Carolyn Lord Johnson had both died, and the many friends of Franklin Johnson and Imogene Hall were delighted to learn of their marriage just before Johnson assumed the Colby post in 1929. Throughout the Johnson administration, Mrs. Johnson was the gracious hostess at scores of college functions, and her home was always open to faculty, students, and townspeople.

Born in the Franklin County town of Jay in 1870, Johnson was almost sixty years old when he became president at Colby. He intended to retire at the age of 65, if not earlier. But as the years went by, the Trustees would not let him think of retiring. There was a job to be done that only he could accomplish. Such were his loyalty, his faith, and his determination that he could only listen to the repeated pleas. Not until 1942, when he had reached the age of 72, did the Board at last reluctantly relieve him of the presidential duties, and then only with his promise that he would be on hand to render every possible assistance in completing the move to Mayflower Hill.

After his Colby graduation in 1891, Johnson went to Washington County as principal of Calais Academy, where he remained for three years. The death of Dr. James Hanson, renowned principal of Coburn Classical Institute, caused the combined Colby and Coburn authorities to turn to the young man who was making such a pronounced success at Calais. At Coburn Johnson served with distinction for eleven years, maintaining that school's close ties with the College, and preparing a large number of boys and girls for Colby admission.



In 1905 Johnson became one of that distinguished company of Colby men who were lured to the University of Chicago, but in his case it was the secondary rather than the collegiate field that attracted him to the metropolis of the Middle West. He became principal of Morgan Park Academy, an organic part of the University of Chicago. When the University's School of Education set up its experimental University of Chicago High School, in 1907, Johnson was made principal, and in that office he became known throughout the country as a leader in secondary education. In that principalship Johnson remained for twelve years, then in 1919 was called to a professorship in secondary education at Teachers College, Columbia University. His textbook, *Administration and Supervision of the High School*, had become an authoritative work in that field when he left the bank of the Hudson for the less urban bank of the Kennebec.

During World War I Johnson had been commissioned a major in the Sanitary Corps and served as chief of rehabilitation service at the Army hospital at Colonia, New Jersey, later going to Washington in charge of rehabilitation personnel in the office of the Surgeon General. In 1926 he had spent six months in the Near East, lecturing in the American colleges established in Syria, Palestine, and Egypt. Meanwhile Colby had honored him with the L.H.D. degree.

To many of Johnson's personal friends, his acceptance of the Colby presidency was regarded as coming back home. He was given a rousing greeting at a meeting of the combined service clubs, a dinner and reception by the faculty, and hearty welcome by both divisions of the students. At a public reception he was enthusiastically received by Waterville citizens, many of whom had known him as principal of Coburn.

On June 14, 1929, in the presence of a large assembly of "the Colby family" and delegates from more than forty other colleges, Franklin Winslow Johnson was inaugurated the fifteenth president of Colby College. The guest speaker was his friend, William F. Russell, Dean of Teachers College. In his acceptance address the new president proposed a thorough study of admission, curriculum and teaching, to be carried on cooperatively by faculty and students, and to be followed by such changes as should seem desirable in the light of discovered facts. He said:

The student and the teacher make a college. Administrative offices, trustees, alumni and friends render necessary but relatively unimportant service. Material resources facilitate the work of a college but do not assure its success. The honorable record of Colby during the past century has been made only by the devoted service of teachers who have stimulated students to intellectual pursuits.

In assuming this presidency I have no policies which I will undertake to impose. I shall try to lead all concerned in a serious study of the problems confronting the College, with the hope that together we may develop policies that are consistent with the best traditions of the past and will enhance the service of this college to society. I want Colby to continue to be a small college, a Christian college, true to the faith in which it was founded, but not adhering to outworn forms. May this college have the courage born of faith to venture beyond the demands of the immediate present to fulfill the social needs of its second century.<sup>1</sup>

When one considers President Johnson's supreme achievement of raising several millions of dollars to move the college to a new site, it is ironical to re-

call that in his acceptance of the presidency he stipulated that he was not to be a money-raiser. As the years went by, Johnson often told, with considerable amusement, how he had been determined to devote all his time and talents to the educational improvement of the college. He saw to it that spread upon the trustee records for November 17, 1928, was the following provision: "It is agreed that the main efforts of Dr. Johnson shall be directed to the building up of the College as an educational institution, rather than to canvassing funds for endowment and equipment."

The new president felt the time had come for the College to have a dean of the men's division, to relieve the president of detailed attention to the problems of the male students, just as the Dean of Women had for many years supervised the educational and personal needs of the girls. In response to the President's request, on April 6, 1929, the Trustees elected Ernest C. Marriner Dean of the Men's Division. Although the first person to be elected Dean of Men at Colby and thus the first to bear the official title, he was not the first to perform the duties of that office. During the closing years of President White's administration, Arthur Roberts had performed most of the duties usually associated with the position of dean, and had been locally referred to as Dean Roberts. Johnson made the position official, and in the fall of 1929 Marriner left the college library for the new post.

So outstanding was Johnson's success in performing the seemingly insuperable task of moving the college that it is easy to overlook his achievements in the very area which he had originally stipulated as his special province—"building up the college as an educational institution." The plain fact is that Franklin Johnson was a superb administrator. Although seeking advice and opinions from others and always weighing the evidence on both sides of any controversial issue, he knew when it was his duty to make the final decision, and he did not hesitate to make it. He believed in the democratic process, but he did not believe that the daily affairs of a college should be administered by a continuous town meeting. He delegated authority to subordinates and supported vigorously their decisions. He exerted leadership, but never dictatorship over the faculty, insisting that decisions concerning such things as admission, curriculum, and graduation requirements must be made by that body. On one occasion an irate father appealed to him to make an exception of his son's case and permit graduation denied by faculty regulations. "Do you mean to say you haven't the authority to overrule that regulation? In my business I make the final decisions." Johnson replied: "I doubt if I have that authority, but even if I did I wouldn't think of exercising it. In these matters the faculty must be supreme."

Before we turn in a subsequent chapter to the Mayflower Hill story, it is fitting to note a few of the educational achievements made by Franklin Johnson as President of Colby. Almost his first act was to emphasize the uneven faculty-student ratio, and to demand immediate measures to correct it. At the first meeting of the Trustees after his inauguration—a meeting held in Portland in November, 1929, Johnson said:

The College is not adequately staffed to handle our present enrollment of 600 students. The ratio of student enrollment to faculty in New England colleges shows that Colby is inferior to all others in this respect. With us the ratio is 17 to 1; at Bates it is 16 to 1; at Bowdoin 10 to 1; at Amherst 9 to 1.



The President asked the Trustees to limit the enrollment, and in April, 1930 the Board voted to restrict the total number in 1930-31 to six hundred students. In his annual report in June, 1930, the President said:

In colleges of our type the median student ratio is eleven to one. Our ratio of seventeen to one is surpassed by only two of the 115 colleges we have studied. This means that our staff carry an excessive student load and that individual students are not receiving the discriminating attention that they need. The restriction of attendance to 600, voted at our April meeting, will relieve the present situation only slightly.

For the first time, in the fall of 1930, qualified applicants in both divisions were refused admission. In retrospect it is astounding to note how little effect the depression had upon Colby enrollment. When one recalls the hardship encountered by many individual students, necessitating withdrawal from college or failure to return after the summer vacation, the official enrollment figures come as a surprise: 612 students in 1930-31; 610 in 1931-32; 612 again in 1932-33. It is true that, as the depression worsened, the limitation of enrollment came to have less meaning, but that limitation to 600 was retained until 1938 when, at Johnson's suggestion, the restriction was lifted because of additions to the faculty and the opening of Boutelle House for women and Taylor House for men.

By 1936 Johnson was able to report that limitation of enrollment and additions to the faculty had brought the ratio down to 12 to 1. He said, "It is a cause of great satisfaction that, during these years of depression, when many colleges have reduced their staffs, we have been able to improve our situation substantially, and the College now stands among the best in respect to student-faculty ratio."

Colby was one of a very few American colleges which did not reduce faculty salaries at any time during the depression. In March, 1933, when the nation's banks were closed, Johnson told the Colby faculty that the finances of the College were not seriously embarrassed by the closing because recently paid tuition fees enabled the meeting of current expenses. In the spring of 1934, it was rumored that the faculty were in for serious cuts in salary to offset the year's deficit. Johnson declared the rumor baseless. He said no such measure was contemplated, and if any trustee should suggest it, he would make vigorous protest.

For more than a hundred years a majority of Colby students held residence in Maine. In 1932, for the first time, slightly more than half of the freshman men came from outside the state, and in 1937 less than half of the new women lived in Maine. In respect to total freshmen the change had come suddenly. In 1933 the percentage of new students from outside the state was forty; in 1934 it was thirty-six, in 1935 it was again forty, and in 1936 was forty-two. In 1937 it had jumped to fifty-three percent. President Johnson expressed his concern about this trend in his 1938 report:

It is an advantage that our student population is drawn from a wide area. We must, however, give careful study to the changing trend that steadily reduces the proportion of our students from Maine. We must decide whether it is wise for us to continue to depart from what has until recently been the natural pattern of student distribution. We have always regarded Colby as a Maine college.

At his first faculty meeting in September, 1929, President Johnson set up a Committee on Curriculum Aims, with a view to adjusting admission, courses, and graduation requirements consistent with what should be established as the aims of the college. He abolished several committees, whose functions could now be conducted by administrative officers. Most radical of all, he changed the weekly faculty meeting which had traditionally spent most of its time dealing with the academic and behavioral deficiencies of individual students, to a monthly meeting dealing largely with matters of academic policy. He insisted that every faculty meeting, convening at 7:30, close promptly at 9:00.

As a former high school principal and the recognized expert at Teachers College on the modern secondary school, President Johnson insisted that the time had come when New England colleges must recognize that the secondary school of 1930 was not that of 1900. At the annual meeting of the New England Association of Colleges and Secondary Schools in December, 1930, he delivered a memorable address on "The Expanding Secondary School." Determined that his own college should take the lead, he persuaded the Colby faculty to adopt new entrance requirements. Previously the entrance requirement had been fourteen and one-half Carnegie units, of which nine and one-half were required in English, algebra, geometry, foreign language. Candidates for the B. S. degree were required also to present a unit of science and one of history. The remaining five units had to be selected from a stated list of school subjects, which did not include art, music, or any of the commercial subjects. The new requirements, effective with the class entering in 1934, demanded of all applicants ten required units in English, foreign language, algebra, geometry, science, and social science. Concerning the optional five units (the total had been increased to fifteen) the catalogue stated, "[they] may be in any subjects accredited for graduation from an approved secondary school." Johnson had won his battle for what he called "autonomy of the secondary school."

New graduation requirements were also adopted. The most significant change was the decision to grant only one undergraduate degree, bachelor of arts. That had been preceded by long controversy over the requirement of a year of mathematics for all students. At first the criticism had been met by a change in the content of the freshman course in mathematics for A.B. students, but after lengthy, heated discussions, the requirement was abandoned except for students majoring in one of the sciences or in certain other fields. Beginning with the Class of 1937, a student majoring in any subject offering a field of concentration could earn the A.B. degree at Colby by completing a course in English Composition, one in English Literature, two courses chosen from different subjects in science and mathematics, two courses in social science, two years of physical education, meet the foreign language requirements, fulfill the demands of his selected major, and complete a total of 124 semester hours.

The new requirement in foreign language was a progressive step, recognizing achievement rather than merely hours spent in the classroom. A student could meet the requirement by passing a reading knowledge examination in a foreign language, regardless of the way in which he obtained the knowledge. Several students each year were thus able to meet the requirement when they entered the College; most could pass it after completion of the second year of a language in college. At first the examination was offered only in French or German. Later the department examined applicants, on request, in Hebrew, Arabic, and Polish, as well as in Spanish and Italian. The faculty soon recognized the claim of the Department of Classics that the time-honored languages Greek and Latin were



discriminated against, while the Modern Language Department saw the folly of extending the field to cover languages which no one at Colby was able to examine. The matter was resolved by having the reading knowledge examination include only those languages taught at Colby, ancient as well as modern. Because the Modern Language Department persistently held that the successful completion of a second year language course in college was the equivalent of a reading knowledge, they were unable to combat the increasingly vociferous student argument that it was unfair to demand the passing of the examination in addition to passing the second year course. The faculty therefore finally voted that the requirement could be met either by passing such a course or by passing the reading knowledge examination.

Of interest to the student of curricular changes in American colleges is the shifting of the target of attack from ancient languages to mathematics to modern languages. As early as 1925 it was clear that the requirement of four years of high school Latin followed by a year of that language in college was on the way out, even for those who sought the A.B. degree. When Colby permitted the student to earn that degree without any study of Latin, as did the new entrance and graduation requirements of 1934, it completed the victory over the classics which had begun more than thirty years earlier with the abolition of the requirement in Greek. Yet so strong is the tradition of Greece and Rome in western civilization that never at any time in the subsequent twenty-five years was the study of classical languages completely abandoned at Colby. In 1959, more Colby students were studying Greek and Latin than had been the case in any other year since World War II.

Just as the B.S. students had been first to resent the Latin requirement, so the A.B. students attacked the mathematics requirement. Both attackers were abetted by the new educational psychology, which held that the long accepted transfer of ability takes place within very narrow range, and there is no such thing as "training the mind" by studying Latin or mathematics. Franklin Johnson, like most of his colleagues at Teachers College, accepted the new psychology. Although the Colby faculty contained plenty of defenders of the old view, the newer concept won a bitterly fought contest. Along with Latin, the fixed requirement in mathematics had to go. By no means did the change kill mathematics at Colby. As the years went by, that subject became of increasing importance, and even before "Sputnik" drew renewed attention to mathematics, that department was graduating many majors who won distinction in school and college classrooms, in government and industry.

With what the liberals called "the tyranny of Latin and mathematics" disposed of, where should the critics now turn? It can be commendably recorded that Colby never submitted to the Eliot philosophy of completely elective college education. Never, to this date, has the College abandoned area requirements, although in 1959 the only single course demanded of all students was Freshman English. Colby has always required some distribution in the fields of language and literature, science and mathematics, and the social sciences. But the question was bound to arise whether any foreign language should be demanded for the college degree. The attack was led from the very stronghold that President Johnson had so vigorously defended, the autonomous secondary school. More and more of the high schools in Maine were, in the 1930's, diluting or altogether abandoning foreign language instruction. They insisted that the colleges ought to accept their graduates, with or without a foreign language. Several of the colleges gave in, but Colby, along with other colleges of liberal arts,

refused to relax the requirement. When the revival of foreign language study was fostered by the Second World War, the correctness of that seemingly conservative stand was fully justified. Although the faculty has made several changes in the language requirement since 1934, it has never questioned the valid place of that discipline in a liberal arts education, to be upheld by some sort of definite requirement.

President Johnson introduced several measures to benefit the faculty. He persuaded the Trustees to make reappointments and promotions in April instead of June. He put up a long, hard fight for a regularized system of sabbatical leave. The Trustees, though sympathetic, felt that they could not grant his request, but they did permit him to arrange leave for faculty members desiring further study or to work on research projects, provided the arrangement could be made without expense to the College. Determined to do the best he could under such restriction, Johnson maneuvered cleverly to provide a significant number of leaves. When possible, he would persuade a department, by omission of courses or other devices, to absorb the absence. When it was necessary to employ a substitute, the absentee was allowed the difference between that salary and his own. Not until shortly before the end of his administration did Johnson see success come in his long fight for sabbaticals, when the Board finally voted a regular system of half year leave on full pay or full year leave on half pay. The President was also interested in a tenure system and finally succeeded in having full professors placed on indefinite tenure. It was left for the succeeding administration, however, to extend the privilege to associate professors. In 1959, assistant professors, with tenure privilege in many colleges, were at Colby usually appointed for three year terms. Instructors, as was common at most colleges, were appointed annually. The retirement age was fixed at 65, except that members of the faculty who were full professors in 1935 could remain until the age of 70.

Another innovation of Johnson's time was the Academic Council. The instigator of this plan was Colby trustee Frederick Pottle, a member of the Yale faculty, who throughout his long tenure on the Colby board vigorously upheld the rights and privileges of the faculty. Pottle believed strongly in a kind of administrative senate of permanent faculty members, such as then prevailed at Yale. The result was the establishment of the Colby Academic Council, made up of all persons holding the rank of full professor at the College. To that council the by-laws of the Trustees entrusted wide powers over the internal government of the College. The Colby faculty has never become so large that it could not discuss and settle major matters in general session. Although the Council has authority to make major decisions, it has wisely and consistently referred important matters to the entire faculty. One function of the Council, which it cannot deputize to others, is to advise the President on faculty promotions.

Johnson's insistence that health be listed as the first aim of the College was no idle gesture. He sensed at once a deplorable situation in respect to care of the sick in the men's division. The Executive Committee during 1927-29 had been aware of the need but had been unable to effect a remedy. Johnson at once persuaded the Trustees to turn the recently acquired Bangs House property into an infirmary for men. Thanks to Mrs. Eleanora Woodman, a women's infirmary with resident nurse had already been set up in Foss Hall, but the men students had no adequate medical attention. Unless a man was sick enough to be sent to the Sisters Hospital, or to the new hospital recently opened in the former residence of Dr. Frederick Thayer, he got along as best he could, under care of his fellow students, in dormitory or fraternity house. Such a barbarous situation could no



longer be countenanced. Bangs House was therefore equipped as an infirmary, with Mrs. Jennie Clement as resident nurse and Dr. John O. Piper as college physician. The very first case in that infirmary was poliomyelitis. Prompt diagnosis and professional care brought the patient through without serious impairment, and the reputation of the Colby infirmary was established.

To his amazement and chagrin, President Johnson soon learned that student housing had improved very little at Colby since his own student days forty years earlier. To be sure, central heating and sanitary plumbing had been introduced into dormitories and fraternity houses, but those residences had no regular supervision. By the fall of 1933, the depression had seriously affected fraternity quarters owned by the College. Many a student found he could live more cheaply by renting a private room in the city. For twenty-five years the College had been collecting a fixed per-student rental in those fraternity quarters, regardless of the number of students housed in each fraternity. With income thus seriously affected by the failure of the chapters to fill their houses, the Trustees ordered an investigation. As a result, a plan was agreed upon whereby a fixed total rental was demanded, to be divided among the occupants.

Determined that the slovenly, often unruly conditions prevailing in the dormitories, Hedman and Roberts halls, must be stopped, Johnson was glad to accept and strenuously support the suggestion of the Dean of Men that faculty residents be placed in those buildings. Although told by administrators in other colleges that the policy would never work, that no faculty person could last a month in such a policing situation, Johnson boldly instituted the plan. That it worked admirably was due in large measure to careful choice of the faculty residents. In the fall of 1930 Alfred K. Chapman took up residence in Roberts Hall and Walter N. Breckenridge in Hedman Hall. Both remained as efficient and respected heads of those dormitories for many years. They were guiding friends of the boys, not police officers. They respected confidences, and they enforced order by the strength of personality rather than by arbitrary rules. The dormitories became orderly places for residence and study; property damage was reduced to a minimum; and not infrequently some student tried to move out of a fraternity house into Hedman or Roberts Hall in order "to get a chance to study."

For many years previous to the Johnson administration, the College bookstore had been a private business conducted by students, who sold the stock and good will to a successive group, usually two student partners. Johnson felt that such a practice was wrong. He induced the Trustees to pay off the current owners and take over the store as a college-operated business. Because the office of financial officer and superintendent of maintenance had proved far too heavy a load for one man, the Trustees had heeded Treasurer Hubbard's request for assistance. Welton Farrow was appointed to the joint position of Superintendent of Grounds and Buildings and Manager of the College Store.

It was during the Johnson administration that Colby began an exchange of students with foreign universities. The first Colby student to study abroad under the plan was Philip Bither, 1930, who after a year in Germany became a permanent member of the Modern Language Department at Colby. The first foreign student to attend Colby under the exchange plan was Harro Wurtz of Berlin. During the 1930's several students from France, Germany, and Czechoslovakia studied at Colby, while Colby students attended universities in European countries. When economic conditions made it impossible for European countries to finance their part of exchange agreements, Colby continued to supply tuition and living expenses to one boy and one girl annually from foreign lands. Fulbright Scholar-

ships, after World War II, made possible the attendance of many Colby graduates at foreign universities.

Foreign students were not the only persons to benefit by free tuition during the 1930's. In 1933, realizing that a number of recent graduates were unable to secure employment because of the worsening depression, President Johnson proposed that any such graduates be allowed to attend Colby classes without cost. In June the President told the Trustees: "Twenty-eight of our recent graduates availed themselves of this opportunity during the second semester. We have received much favorable publicity for this effort throughout the country." The policy was continued until 1936, when employment conditions had substantially improved.

Franklin Johnson believed that a college should be as much concerned with exits as with entrances. He therefore encouraged Registrar Elmer C. Warren to set up Colby's first formal placement service. Warren proceeded to bring to the College every year the personnel representatives of prominent companies, with the result that hundreds of Colby graduates were advantageously placed. He also developed a program of instruction for seniors, to acquaint them with employment possibilities and how to make effective application. It was Elmer Warren who laid the groundwork for the later employment of a full-time placement director in the person of Earle McKeen.

President Johnson believed that students, as well as faculty and alumni, should have a voice in college policy. Although his presidency was not to see a common student council, comparable to the common alumni office, he did much to encourage and strengthen the separate student councils for men and women. When Johnson became president, the Women's Student League had already developed into a strong, responsible body under the direction of Dean Ninetta Runnals. The Men's Council, however, was plagued by fraternity domination. Johnson asked the Dean of Men to try to work out with students a plan for more effective student government in that division. In November, 1938, the Dean reported to the President:

Five years ago I began a quiet campaign to convince our men students that we needed radical revision of student government. We had a student council elected by fraternities and not representative of the student body as a whole. It neither functioned well on general student activities nor wisely met the fraternity problems. Last spring, at my suggestion, our students voted to organize two bodies: (1) a student council elected by proportional ballot and representing all the men students; (2) an interfraternity council whose make-up is unique in national fraternity circles and of which we are especially proud.

The Interfraternity Council consists of the heads of our eight fraternities, their faculty advisers, and the Dean of Men. The advisers and the Dean have no vote, but may make motions and participate in discussion. Only the undergraduates make decisions. The first instance of student-faculty cooperation on our campus is this council. It has strengthened every one of our fraternities. The new Student Council has no faculty representation, but the President meets weekly with the Dean, and the entire council seems eager to cooperate with the administration. Divorced from fraternity allegiance, the Student Council now has a chance to meet all-college problems from an all-college viewpoint.



Just as Arthur Roberts had presided at the hundredth anniversary of the College, so Franklin Johnson was privileged to preside at the centennial of the death of Colby's most famous graduate, Elijah Parish Lovejoy. A committee headed by Trustee Bainbridge Colby, former Secretary of State, arranged for significant observance on November 8, 1937. The speaker was the Honorable Herbert Hoover, former President of the United States, whose address at the historic old Baptist Church, where Lovejoy had received his diploma in 1826, was broadcast over the nation. Forty members of the Lovejoy family were present, and three of them were given honorary degrees.

One of Franklin Johnson's outstanding achievements was his creation at Colby of a Department of Health and Physical Education, making all persons in the department, including the athletic coaches, responsible to the President through the department head. President Roberts brought C. Harry Edwards to head a department of physical education in 1921. He had made many improvements, especially in classes for all students and in remedial work, but was severely handicapped because of his lack of control over athletics. Several coaches were employed in whole or in part by the Athletic Association and were not responsible to the department head. Because athletics were financed almost wholly by the association and none of its funds passed through the hands of the college treasurer, the separate autonomy of the association seemed logical.

The confusing situation had grown out of the traditional, but now outmoded concept, that athletics are not a part of college education and are to be handled informally by the students themselves. As the years went by, sports proliferated in number and importance, and in many a college the athletic tail threatened to wag the academic dog.

Johnson took no immediate drastic action, but patiently mustered support for reform. The Alumni Council, under direction of Secretary Cecil Goddard, took up the cause and presented a plan of reorganization. Enthusiastically approved by President Johnson, the plan was adopted by the Trustees in April, 1934, to become effective with the opening of the ensuing college year.

The plan endorsed the Johnson principle of combining physical education with the College's responsibility for student health. There was created a Department of Health and Physical Education, the head of which would not only have charge of physical education classes and direct the athletic program, but would also supervise the men's infirmary and all the health services.

One reason why Johnson was so strong an administrator was that he never failed to recognize where authority lay, and he never hesitated to cut corners in an emergency. To straighten out the athletic situation in 1929, he acted on his own authority and simply reported to the Board a *fait accompli*. But when more thorough reorganization offered time for consideration and debate, he asked the Alumni Association to make recommendations, and then asked the Board to adopt those recommendations. Throughout his administration he showed an almost uncanny ability to sense when an issue demanded his immediate, decisive action, and when it could better be referred to faculty or Trustees. He made it plain that the Trustees were not expected to operate the College day by day. In 1938 he said to the Board:

While it is not the function of the Trustees to direct the internal affairs of the College, they should be reminded that there is no other reason for their existence as a board than that students may receive the best education. You have a right to know and should be interested

in learning how the President and the Faculty whom you appoint are performing the functions which are peculiarly theirs.

So much of President Johnson's financial concern was focused upon Mayflower Hill that even Colby alumni are surprised to learn how the College endowment increased between 1929 and 1942. In April, 1937, Johnson was able to report to the Trustees: "The income from invested funds has increased from \$74,151 in 1930 to \$118,250 in 1937. This has been an increase of \$44,000 during the period of the depression." In 1929 the endowment stood at \$1,461,960; in 1935 it had reached \$2,285,387, and in 1942 stood at \$2,989,980. Among the gifts which had nothing to do with the new plant on Mayflower Hill was the bequest of the son of former President James T. Champlin. Entirely in the common stock of Gold Dust Corporation, this legacy, originally estimated at half a million dollars, was reduced to about \$150,000 before the College could dispose of the stock. But it was a splendid gift, coming from a man whom the College scarcely knew existed, but who had not forgotten his boyhood days when his father had been head of the College. From the estate of Charles Potter Kling the College, joint residuary legatee with Bowdoin, received nearly \$650,000, and from the estate of James King, 1889, came \$140,000. Substantial funds, including endowment of the Department of Business Administration, came from the estate of Herbert E. Wadsworth, 1892, who had been Chairman of the Trustees from 1926 to 1934. From the estate of Miss Ophelia Ball came \$62,000; from Colby Blaisdell \$15,000; from Hannibal Hamlin, grandson of Lincoln's vice-president, \$20,000. From Mrs. George Murray and Dr. Percy Merrill came life annuities respectively of \$35,000 and \$25,000. The gracious lady, Mrs. Eleanora Woodman, who in her life-time had been a generous benefactor, bequeathed more than \$200,000 after her death, setting up the very substantial Woodman Fund for assistance to needy students. It is interesting to know that the largest gifts made toward endowment during the thirteen years of Franklin Johnson's presidency were made by Frank Champlin, Charles Kling, and Eleanora Woodman, none of whom was a Colby graduate.

Franklin Johnson was indeed much more than the "Builder of Mayflower Hill." He was one of the most capable administrators who ever sat in the President's chair.





## CHAPTER XXXVI

### *Mayflower Hill*

SUBSTANTIAL and lasting as were the educational achievements of President Johnson, they were indeed overshadowed by his supreme accomplishment of moving the College to Mayflower Hill. Never before in the history of American colleges had a small institution of higher education lifted itself by its own bootstraps from a site where it had nestled for more than a century to a hilltop two miles away. Great universities had moved. Columbia had done so twice. Rochester had sought a new site beside the lake. But when some small college, like Wake Forest, had left its old environs it had done so on the millions provided by a single benefactor.

Although he had much loyal and devoted assistance, it was the faith, the determination, and the unremitting zeal of Franklin Johnson that assured the eventual success of a plan which at first seemed to many persons fantastically impossible. "Johnson's wild dream," "Johnson's folly," "Johnson's farce," were some of the opprobrious terms applied. When the project was started, no one saw around the corner the nation's worst financial depression, and just around the next corner a disastrous world war. Seven years elapsed before ground was broken for the first building and twenty-two long years went by before all classes and all housing on the old campus were finally abandoned. Every friend of Franklin Johnson—and they are numbered in the thousands—rejoiced that he could live to see the task accomplished. After he and Mrs. Johnson built their new home on Mayflower Hill Drive, he kept almost daily watch of the new campus developments, saw each new building erected brick by brick, personally supervised landscaping and tree planting, and as long as his health permitted was on hand for the annual gathering of students on clean-up day in May—a day which the students themselves insisted upon naming Johnson Day. If one would see Franklin Johnson's monument, he has only to go to Colby's new home on Mayflower Hill and look around.

Why did the Colby Trustees decide to move the College? It is well known that the compelling official reason was provided by a survey of the four Maine colleges conducted in 1929, but there is more to the story than that. Before that survey had even been started, at least one member of the Board of Trustees had seriously made the suggestion that the College seek a new site. For three different men the claim is made of first making the proposal. Ernest Gruening, former Governor of Alaska and now its U. S. Senator, was in 1929 Editor of the Portland, Maine, *Evening News*. On May 15, 1929, he wrote to President Johnson, "The College ought to be removed from its present location. It would be economy in the long run to abandon the present cramped quarters. There must be ample acreage across the river or anywhere in the surrounding country."



Johnson himself often said that it was Henry Hilton who had convinced him of the necessity of moving the College. He did not say that Hilton first suggested the plan, but that it was Hilton's insistence that made Johnson sure the move must be made. Detailed correspondence between Johnson and Herbert Philbrick, 1897, then a dean at Northwestern University, convinces this historian that Philbrick was the first person in the whole Colby family of trustees, faculty, alumni, and students to make the serious proposal to abandon the old campus.

Although both were residents of the Chicago area, Henry Hilton and Herbert Philbrick did not know each other until their mutual friend Franklin Johnson brought them together. After the death of Johnson's college chum, Dana Hall, Hilton had become the leading Chicago partner in the publishing firm of Ginn and Company, and Johnson had come to know him well and to prize his business ability. Hilton was a trustee of Dartmouth College, but with President Hopkins' consent he withdrew from that board to become a trustee of Colby to help his friend Frank Johnson make it a truly great college.

What are the facts which justify Herbert Philbrick's claim to have made the initial suggestion that the College move? In 1927 Philbrick had been elected an alumni trustee of the College, and his long sustained graduate interest was now heightened by his official position on the Board. That summer he spoke to the Waterville Rotary Club on "Our Boys and Girls and the Colleges." After the meeting, he conversed with Herbert Wadsworth, then the trustee chairman, and with George Otis Smith and Carroll Perkins, also members of the Board. After commenting that, in his opinion, the affairs of the College could well be administered by a committee of the faculty during President Roberts' illness, Philbrick said, "The real problem, however, facing the College is that of a new campus." One of his listeners remarked that, had he known Philbrick held such an opinion, he would have opposed his election to the Board.

It is interesting to note that Herbert Philbrick was Franklin Johnson's choice for president, just as Johnson was Philbrick's choice. When Johnson learned that Philbrick would not consider the position, he held for many months to his contention that someone other than himself should be chosen. But, importuned from all sides, he finally gave in. Before making the decision, however, Johnson conferred with Philbrick in Chicago. Of that interview Philbrick has said, "When our meeting was ending, Frank told me that he was convinced the College must have a new campus, that until I spoke of it that matter had not been presented to him before, and that he would now undertake it."

Johnson was elected president in November, 1928. On January 20, 1929, he wrote to Philbrick:

I presented to Herbert Wadsworth first, and later to other members of the Board, a proposal to consider a long term program for the development of the College. This involved, fundamentally, the proposal to change the location. I found all of them interested, some of them timid, but on the whole willing to think in terms of a century rather than a decade. We went so far as to go into the country and look over three possible sites. All agreed on the impossibility of developing the College on its present site. You suggested you would come to the spring meeting and suggest such a proposal. I would be glad to have you do so.

Philbrick replied that he could not attend the April meeting, but he hoped Johnson would strongly urge moving the College. He said, "I am interested to

know that you consider my suggestion favorably and have spoken of it to Mr. Wadsworth and others of the Board. While I realize the difficulties involved, I don't see any other way out. That is a way which leads to a big future."

That Johnson was depending upon Philbrick to urge a plan of removal is shown by a letter from Johnson on March 7, 1929, a few days before a planned Colby meeting in Chicago. Johnson said, "For the Colby meeting on March 14, Herbert Wadsworth will come out and Mr. Brown, who is in charge of the development fund campaign. I hope you will have opportunity to talk with Herbert about the policy of transferring the College to another site."

For some reason, perhaps because of Philbrick's absence, Johnson did not make the intended proposal at the April meeting. He always had an excellent sense of timing, and it is more likely that he saw strategic advantage in delaying the proposal until June than that he held back because Philbrick was not at hand to present the case. On May 15 he wrote to Philbrick:

Everything seems to be set for making the proposal to the Trustees in June to move the College to a more suitable location. I shall ask the Board to postpone the decision as to where to place the building<sup>1</sup> until a committee to be appointed has canvassed the whole situation and made recommendation to the Board. We shall not be in a position to force Trustees to a decision in June. The proposal I shall make will prevent the mistake of locating the building at once on the present campus and will give us opportunity to see what we can do to provide a new site.

Then Johnson revealed a development that will even now surprise many persons who think the final choice of Mayflower Hill sprang from Waterville interests. Johnson wrote: "In the meantime Walter Wyman is securing options on 1500 acres of land on the ridge between Waterville and Oakland. He is very much in favor of moving, and in his characteristic manner proposed that, if I wish, he will go ahead to this extent."

When the Trustees assembled in annual meeting on June 14, 1929, on the eve of Johnson's inauguration as president, Johnson did indeed present his proposal, and was strongly supported by Philbrick. The new president linked his plan with the preliminary report of the Survey of Maine Colleges, which had just been received. Just as Johnson had previously indicated, he did not ask the Board for a vote to move the College. What he actually did is revealed in the formal record of the meeting:

A preliminary report of a committee on Survey of Maine Educational Institutions, with particular reference to Colby College, was presented by President Johnson. After discussion by several members of the Board, on motion of Mr. Guptill it was voted that a committee consisting of the Chairman of the Board, the President of the College, and four others be appointed by the Chairman to investigate and report at a future meeting on the advisability of changing the location of the campus or development of the present campus.

That important committee consisted of Wadsworth, Johnson, Wyman, Bassett, Philbrick, and Padelford.

What was the survey report which seemed to play such an important part in prompting that vote? The survey had been conducted as the result of urging



by President Harold S. Boardman of the University of Maine. Believing that there should be a systematic attempt to discover the present facilities and the future needs of Maine colleges, in relation to the state's general need in higher education, Boardman persuaded the authorities at Maine's three private colleges (Bowdoin, Colby, and Bates) to join with the University in promoting such a study. On the recommendation of Governor Brewster, the Maine Development Commission voted in December, 1927, to invite the University of Maine "to undertake in cooperation with the commission an economic educational survey as to the probable call for higher education in the State of Maine in the next ten years, and how that call can best be met." Dr. R. J. Leonard of Teachers College, Columbia University, was engaged as consultant, and it was agreed that other members of the same staff would be employed to conduct the actual visits to the institutions. Consequently Professors O'Rear, Evenden, and Cottrell of Teachers College made the detailed inspections. Dr. O. S. Lutes, Dean of the School of Education at the University of Maine served as Executive Director, and his assistant was Ermo H. Scott, now President of the State Teachers College at Farmington, but at that time a student at the University.

When the survey report appeared, its comments on Colby College were so alarming that, resentful as many Colby persons were of the statements, they had to be taken seriously. After a dozen pages of factual information about the Colby plant, the report said:

The physical plant of Colby College is very meager, inadequate, and poorly planned. If Colby is to continue to offer high quality collegiate work, the limitations which the site and present buildings put upon its program of service must be removed. It is the opinion of the surveyors that the present plant is so far below the general standards for a college of Colby's standing that the site should be changed before any more capital is invested in the present plant, most of which has given service for a long period. In a relatively few years more than half of the present buildings must be replaced. It will cost no more to build these buildings on a new site than on the present one. Our recommendation is, then, that Colby College should move to a larger and more desirable site.<sup>2</sup>

In July, 1929, the special committee of the Colby Trustees met in Waterville. President Johnson was absent, recovering from an automobile accident in Washington County. Here is Herbert Philbrick's account of that committee meeting.

We went first to the old campus. Norman Bassett, who was sure the old campus had such possibilities for usefulness that it should not be abandoned, took charge of the inspection. He was very earnest and thorough, a bit emotional but wonderful. The back campus he pictured with new buildings and fine landscaping. After lunch we were directed by Walter Wyman, who took us to the Mayflower Hill site. He visualized the possibilities. It was a beautiful day and our imaginations jumped our financial and other difficulties. We adjourned to the Elmwood Hotel for a meeting and a vote. I think Wyman and I were the only ones who from the first favored moving the College. Norman interested me all the time. It was hard for him to vote for the move, but he "had to," as he said. The vote was unanimous to recommend that the College move to a new site.

The committee made their report at a special meeting of the Board in August, 1929, but, at Johnson's request the Trustees delayed definite action until June, 1930. In a letter to Philbrick, Johnson explained the strategy of delay.

I hope we shall not only have the options, but actually own the land for our new site within a short time. The Trustees were ready to vote to move at our November meeting, but I asked them not to do so. We need to call the attention of the enterprise to the public in the way that will give us the best initial start.

That letter should not lead the reader to conclude that Johnson was already committed to the Mayflower Hill site. He favored it at that time because it was the only site about which anything definite had been done. Walter Wyman had already taken options on the land. Later events led Johnson to maintain a judicious neutrality until a majority of the Board were ready to decide the precise location.

At the annual meeting on June 13, 1930, the Trustees of Colby College passed the most critical vote made since the founding of the institution. In the minutes of the meeting appear the following statements:

The Committee on Campus Location and New Development reported in favor of moving the College to a more eligible and adequate location. After discussion by Wadsworth, Murray, Johnson, Philbrick, Lawrence, Gurney, Seaverns, and Wyman, it was moved by Mr. Guptill, seconded and duly voted, that it is the sense of this meeting that *the College, as soon as means can be obtained and it is feasible, be moved to a new and more adequate location.*

The first recorded inkling that the College might leave Waterville is found in a letter written by Johnson to Philbrick on May 22, 1930.

The situation relative to our moving has been developing rapidly and is getting complex as well. A site is going to be offered us on the edge of the city of Augusta. It is probable that a substantial amount of money will come with this site, which could not be secured for our purpose elsewhere. There will naturally develop very strong opposition to any such move in the city of Waterville. What the attitude of our alumni in general will be, I cannot say. We must weigh very carefully all the factors of sentiment and money involved.

A fortnight before Johnson mentioned the offer to Philbrick, the prominent Augusta publisher, William H. Gannett, had written to Johnson, asking him to come to Augusta and see Gannett Park. Mr. Gannett suggested the park would be an ideal site for the College, but he did not then make an offer to donate the property. On June 9, however, Mr. Gannett presented a formal offer to the Colby Trustees: "I shall be glad to give Ganneston Park, free of all encumbrances, with the stipulation that it be used for the expansion of Colby College and that a sum of at least three and one-half million dollars be raised for the purpose in a time not to exceed three years."

News of the Gannett offer aroused indignation in Waterville. The most unpopular man in town for many weeks was Franklin Johnson. "Keep Colby, move Johnson!" was the battle cry. The rumor spread that Johnson was de-



terminated to move the College to Augusta, when the truth was that he wanted to arouse such financial backing as to assure a new Colby on the best available site, whether it be in Waterville, Augusta, or Timbuctoo.

Upon first being informed of the Gannett offer, Philbrick shared Johnson's view. He wrote to the President, "The new location must be the one which will best serve the College and, through it, future generations, regardless of local prejudice or excessive sentiment."

In July the same view was reemphasized in a letter which Philbrick wrote to Johnson from his summer home at Squirrel Island:

Last Monday I was in Waterville to attend the annual meeting of the Waterville Iron Works. The main subject of conversation wherever I went was the possibility of moving the College to Augusta. Mr. Gannett's proposal is a good thing to have. It is definite, sets a time limit, and gives a chance for rich men in Augusta to subscribe in order to get Colby into their city. Now it is Waterville's turn to make an offer. What the loss of the College would mean to the town is beginning to be realized by its citizens.

But Herbert Philbrick could not forget that he was a Waterville native as well as a Colby graduate. He could not accept, without at least mild protest, a decision that the College move to Augusta. He wrote to Johnson:

I believe a better site can be found in Waterville than the Gannett site. I believe the continued connection of the names Colby and Waterville to be a decided advantage. Sentiment is solid for leaving the present site. You have, in your first year as President, created a feeling of confidence in the College and in yourself, but there is a very strong sentiment against moving the College to some other town. The transition can better be made if the new site is in Waterville.

If proof beyond the facts already given is needed to establish Herbert Philbrick's position as the original instigator in moving the College, it is furnished by a letter which Johnson wrote to him on November 29, 1930. In that letter Johnson said, "You must not forget that you were the one who first urged the necessity of this move."

One man who was determined to keep the College in Waterville was the influential editor of the Colby *Alumnus*, Herbert C. Libby, who only a few years earlier had been mayor of the city. A life-long resident and at one time editor of its evening newspaper, Libby was prompted both by sentiment and by practical considerations to fight vigorously to retain the College in the town of its birth. Instead of launching diatribes of sentiment, Libby was wise enough to see in the Gannett offer a serious challenge to financial recognition of the situation by Waterville citizens. He knew that "money talks," and he vigorously worked with other local leaders to form an effective committee to raise funds to provide the College with a spacious new site within the environs of Waterville. Meanwhile he let the Colby alumni know just what the situation was.

It is hard to visualize Waterville without Colby; it is not hard to visualize Colby without Waterville. Colby can exist more easily without Waterville than Waterville can exist without Colby. The College is Waterville's bread and butter. The most conservative estimate places the

revenue derived by the city from the College at a million and a quarter. The city is known the country over as the home of Colby and therefore as a place of culture and opportunity. As an asset to the city Colby thus becomes incalculably valuable. If Colby should be removed to another place, a most dangerous blow would be struck against the city. It is reasonable to assume, therefore, that a monetary offer of sufficient size to meet Mr. Gannett's stipulations, along with the valuable site offered, so generously by him, will lose to Waterville its most valued possession. While it is not the province of the *Alumnus* to take sides, nevertheless we are prompted to suggest to Waterville citizens a way to present to the Colby authorities the most effective appeal.

Possession is nine points of the law, but only when the thing possessed is of inestimable value. If search of the records be made, it will be found that a vast number of people, many of them former citizens of Waterville, have sacrificed much for old Waterville College and for Colby. But as time went on, the city came to take the College for granted. In the last three or four financial campaigns, citizens of Waterville have shown amazing apathy. In the campaign for the new athletic building many prominent merchants gave absolutely nothing. In the Centennial Fund campaign, the total pledges by Waterville citizens proved to be the most discouraging blow. It has seemed at times as if the city had little or no interest in the College.

The way ahead for Waterville is clear. If they want Colby to remain in this city, the citizens must form a committee composed of several hundred leading people, pledged to united action to retain Colby. Sites must be found, and a choice of them offered free to the college committee. A concerted effort, intelligently planned and carried out, should be undertaken by the Waterville Committee to secure a sum of money approaching the figure named by Mr. Gannett. The immediately important step is for Waterville to organize her citizens into a large group of Friends of Colby, and for each to pledge so generously as to convince the governing body of the College and its 4000 graduates that the home folks deeply desire to keep Colby within its sacred walls.<sup>3</sup>

Herbert Libby's advice was heeded. A Citizens Committee, headed by a prominent merchant, Herbert Emery, pledged to the College Trustees, on September 17, 1930, "its full and hearty cooperation in any undertaking that the Trustees should make to raise such funds as may be necessary to establish the College upon a new site in Waterville."

Strongly supported by the city government and by the Waterville-Winslow Chamber of Commerce, the Citizens Committee proposed to raise \$100,000 for the College if it should decide to remove to a new site in Waterville.

In mid-September Libby became convinced that only some dramatic action could prevent an official decision to accept the Gannett offer. After talking repeatedly with prominent trustees, he felt they must sincerely decide that the welfare of the College lay in acceptance of a definite offer from Augusta rather than of the unfulfilled hopes of the Waterville pledge, however well intended. On many occasions Libby had talked with the venerable Julian Taylor and respected the Latin professor's deep concern to have the College remain in Waterville. In Libby's opinion the time had come to persuade Taylor to make a definite offer.

Taylor owned a gravel pit in the South End, near the Pine Grove Cemetery. Beyond it was a tract of land owned by Dr. James Poulin. It was not in itself



the best site for a college, but across the Messalonskee was a rising height affording an excellent site. Libby took Taylor to the site, where together they viewed the prospect. It was learned that the Poulin property could be bought for \$10,000.

Libby tried to persuade Taylor to buy the Poulin tract adjoining his own land and donate it as a contribution to keep the College in Waterville. It was Libby's hope that, if the retention of the College could thus be assured, there would be time to work out a plan, acceptable to Dr. Taylor, to secure the preferable site across the stream. Taylor was reluctant to grant Libby's request, was even loath to believe that the Trustees would under any conditions accept the Gannett offer. But he finally said he would donate the gravel pit.

The steering committee of the Waterville Citizens group decided that the Taylor offer, even if it consisted principally of a gravel pit, was just the stimulus needed to assure success of the financial campaign to provide the College with a new site as the gift of Waterville citizens. But, to obtain the proper psychological effect, Dr. Taylor's personal presence at a mass meeting seemed essential. The committee left it to Libby to see that Taylor arrived at the appointed meeting.

Unfortunately the date selected was the September evening of the President's reception at the opening of the new college year in 1930. In the receiving line at that reception, Libby approached Taylor and reminded him that a packed crowd of more than a thousand was waiting at City Hall. Taylor avowed he wasn't going. Libby insisted he would stay right on the spot until the receiving line had broken up, then Taylor must get into Libby's car, just outside the reception hall, and both would rush off to the mass meeting. With equal insistence Taylor said Libby could take Taylor's written offer to the meeting, but not the man himself.

If Taylor did not already know it, Libby's students could have told him that the Latin professor now confronted a man who would not take No for answer. Whether by sheer importunity or by means not clear even to Libby himself, Taylor was finally won over. So down to City Hall they sped, and there, amidst thunderous applause, the aged professor stepped forward and told his fellow citizens that he would donate a piece of land in the South End of Waterville as his personal contribution to keep the College in the city.

Of course no college could be built in that gravel pit, nor on the few acres immediately surrounding it, but at the time that fact was not important. A venerable gentleman who had taught on the old campus for sixty years cared enough about retaining the College in Waterville to give a piece of land for that cause. It was the electrifying spark so badly needed by the Citizens Committee. People were at last truly aroused for the campaign. It was the critical moment in the whole story of Colby's choice of a new site. Never afterward was there any serious danger that the College would be established in another town.

On September 23, 1930, Dr. Taylor did what Libby had asked him to do in the first place. He submitted to the Trustee Committee this document:

At the suggestion of President Johnson, I now put in writing a proposition already made to him in personal interview. If the site in Waterville known as the Kennebec-Messalonskee site, owned by Dr. James Poulin, and covering about three hundred acres, will be accepted by the Trustees as the future site of the College, I will purchase the same from its present owner and offer it as a gift to the College to be its home hereafter and I hope forever.





Alumnae Building (*top*); and Foss Hall on College Avenue.







Mary Low Carver



Louise Helen Coburn



Florence E. Dunn

Eleanora Woodman



Dean Ninetta Runnals with President Bixler at dedication  
of the Runnals Union

Dedication of Woodman Hall







## Women's Activities







The old Gymnasium

Cheerleaders calling alumni for Colby  
Night march to old campus



The old field house







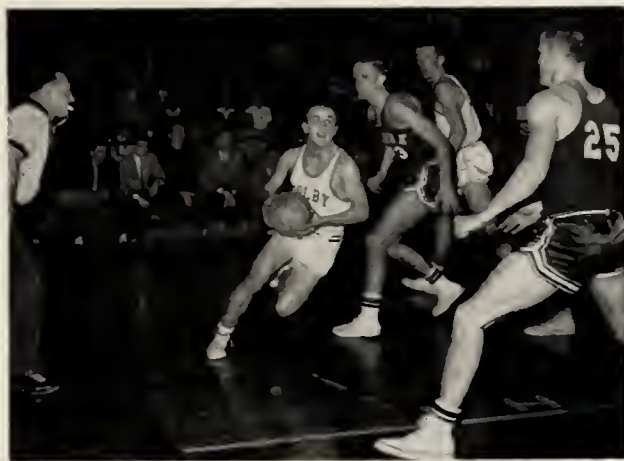
Football, Old and New



Hockey



Basketball



Track







Baseball on the old campus

Dedication of Coombs Field; Eddie Roundy  
congratulating Jack Coombs, with Dr. Bixler.

Baseball on Mayflower Hill





When the Trustees assembled for their fall meeting on November 21, 1930, all interested persons knew that the time for decision had come. Twenty-one members of the Board attended that meeting. The committee presented two reports: a minority recommendation that the Gannett offer be accepted, and a majority insistence that the College remain in Waterville. The final vote was sixteen to five to accept the majority report, whereupon a member of the minority moved to make the decision unanimous, and that was done. The actual vote was worded, "The location of the College shall remain in Waterville, provided the City of Waterville and its citizens fulfill the conditions submitted to the Trustees by the Waterville Citizens Committee." That meant that Waterville must raise \$100,000 to make valid the Trustees' decision to select the new site there.

At the same meeting the Trustees appointed a committee of seven (Johnson, Wadsworth, Wyman, Padelford, Smith, Seaverns, and Hilton) to draw up plans for future procedure, to definitely select a site in Waterville, to develop a complete plan of organization for the removal to the selected site and for financing the same, and accorded the committee authority to expend such money as might be necessary to that end, including the right to purchase land and to accept gifts. Authorization was also given to engage such assistance, including architects and engineers, as the committee should consider advisable.

Three sites had been proposed and surveyed for selection as the new Waterville home of Colby College: the Peninsula (Taylor) site at the confluence of the Messalonskee and the Kennebec; the Mountain Farm site, on the highest land in Waterville, the ridge between the city and Fairfield Center; and the Mayflower Hill site, where land options had been taken by Walter Wyman. After consultation with several architects and after lengthy discussion, the committee decided upon the Mayflower Hill site, which Editor Libby thus described in the *Alumnus*:

Mayflower Hill and Beefsteak Grove are landmarks familiar to most Colby students. I have visited Bunker Hill and climbed to the top of the Statue of Liberty, but not until recently, although a resident of Waterville for forty-six years, had I visited these old landmarks that stand out so prominently overlooking the city. From this elevation can be seen the Camden mountains, the Dixmont Hills, old Saddleback and Mount Bigelow. The Canadian border range to the north and Mount Washington to the west are visible on a clear day. The proposed site has an area of 600 acres sloping gently eastward to the Messalonskee. The extension of Gilman Street in a straight line leads one to the very top of the height.

The Waterville community enthusiastically accepted the challenge of the Colby Trustees. Five pledges of \$5,000 each were at once secured, but there remained the onerous task of raising the balance of \$75,000 in small gifts. Before the Colby Trustees convened for their spring meeting in April, 1931, the job had been done. The Waterville Committee announced total pledges of \$107,270 to purchase and start the facilities on the Mayflower Hill site. The Trustees were therefore pleased to spread on their records the following resolution:

The Trustees of Colby congratulate her on the atmosphere of friendship and helpfulness that pervades the city where the College was born and where it has elected to remain. To raise \$100,000 during the season just passed seemed well-nigh impossible. It has been done; the



lands are bought, the deeds delivered. That more than six hundred persons joined in the purchase is a happy augury for the future. It is therefore unanimously voted to convey to the Waterville Citizens Committee the appreciation and thanks, not only of the officials and executives of the College, but also of her great body of alumni. This we do, expressing thereby our warmest appreciation of Waterville's generosity.

Colby College now had a new site, but not a single building, not even a roadway, on it. As one trustee put it, "Come Hell or high water, we're committed now to Mayflower Hill." Little did he or anyone else realize that, before Frank Johnson's dream could come true, both the Hell of war and the high water of financial panic would have to be met and subdued. The task of moving the hundred year old College to the hill of the mayflowers had only begun.

## CHAPTER XXXVII

### *New Clothes For Alma Mater*

THE new plant of Colby College on Mayflower Hill, which in 1960 consisted of thirty-one buildings of Georgian colonial design, was not the result of a single effort, but rather of a series of carefully planned and skillfully conducted campaigns. In 1929, the original plan to build a new gymnasium had been expanded into a Development Fund drive for half a million dollars. When Mayflower Hill was selected as the new site, the Development Fund campaign became the Mayflower Hill campaign. Heading the solicitation for three million dollars was Walter S. Wyman, President of the Central Maine Power Company. Vice-Chairman was Herbert Wadsworth, head of the college trustees. Wyman realized that, since the disastrous crash of the stock market in October, 1929, the time had not been propitious for raising money, but like Johnson he was determined to go ahead. "I shall be glad," he said, "to do my share of the hard work involved in securing this necessary sum of money."

The campaign received a splendid start with a pledge from Professor Julian Taylor. On Colby Night, October 30, 1931, assembled alumni in the old gymnasium heard the thrilling announcement that Taylor had promised a princely gift of \$250,000. Though the pledge could not be fulfilled, as we shall presently see, it was made in good faith.

An anonymous member of the Class of 1880 gave \$15,000 in 1931, so that work could start at once on clearing the site. J. Fredrick Larson, consulting architect of the Association of American Colleges, was engaged as architect of the new Colby, and the firm of Marts and Lundy was employed to conduct the financial campaign. The expenses of this solicitation for three million dollars were underwritten by the Northern Baptist Convention, thus enabling every dollar given by alumni and friends to go directly toward the project.

It was in connection with publicity for the campaign that Joseph Coburn Smith began a distinguished career as a member of the college staff. Because there was not a foot of office space available on the old campus, Joe, as well as the representatives of Marts and Lundy, had to establish offices in the building of the Waterville Savings Bank. A member of the Coburn family, associated with the College since its founding, Joe Smith was the son of Trustee George Otis Smith and Grace Coburn Smith, both of the Class of 1893. As an undergraduate, Joe had been one of the most efficient and best remembered editors of the Colby *Echo*. A member of the Class of 1924, he had kept in close touch with the College, and now turned his talents toward the production of dignified, attractive, and effective publications to promote the Mayflower Hill campaign.



In the summer of 1931 the prominent New York firm of Hegeman-Harris was engaged as general contractor for the new plant. Besides participating in the erection of Rockefeller Center, the company had enjoyed wide experience in college construction. It had put up the entire plant of the Harvard Business School, had erected buildings at Yale, Columbia, Vanderbilt and Dartmouth, and had recently signed contracts for the new American Embassy in Paris and for the approach to the Tomb of the Unknown Soldier at Arlington.

By the spring of 1932, although more than \$25,000 had already been expended on roads and other facilities, it had become apparent that prosperity was not just around the corner. Great as was the disappointment, there was no dissenting voice among the Trustees when it was voted to postpone indefinitely any further solicitation of funds. Johnson assured the Trustees that the project was by no means abandoned and that architect Larson was being retained on a reduced schedule.

The whole story of Colby's move to Mayflower Hill, despite its eventual spectacular success, seems to have been just one frustration after another. First came the depression itself, necessitating postponement of the campaign. On October 13, 1932, Professor Taylor died. Instead of getting the promised \$250,000 from his estate, the College found the estate hopelessly involved, and only after twenty years of painful investigation, negotiation, and litigation did Dr. Taylor's beloved alma mater receive anything at all.

It had been Taylor's intention that, in addition to the promised \$250,000 for Mayflower Hill, the College, as residuary legatee under his will, would receive at least \$100,000, with which to endow the Taylor Professorship of Latin, which the Trustees had already named in his honor.

All who knew the venerable teacher of Latin believed him to be a wealthy man. He had long been an officer of the Ticonic National Bank, and he was considered one of Waterville's shrewdest investors. He himself considered his holdings worth more than half a million. Had the estate been settled in 1928, a year before our nation's worst depression had hit all finances, the half million estimate might probably have been realized. But it turned out that the Taylor investments were chiefly of a kind hardest hit by financial panic, and the intent of that good man who had taught in the College for 63 long years, and who loved it as few others had ever done, could not be carried out.

Professor Taylor's will, drawn in 1925, after naming a few family bequests, made the College the residuary legatee, provided the College would accept the obligation to pay an annuity of \$2,000 a year to a Taylor niece, and after her death \$500 a year to her son. A second provision required that, at the termination of the annuities, the sum of one hundred thousand dollars should be set aside to endow the Taylor Professorship of Latin.

It soon became clear that the aged professor had not known how hard the depression had hit his substantial holdings. The executor could not, in 1936, find the money even to pay the designated personal legacies of \$27,000. Securities were held by banks as collateral for notes endorsed by Taylor. The remaining estate was in real estate and real estate mortgages for which there was no ready sale.

It should be remembered that many persons far richer than Professor Taylor had been wiped out by the depression. The professor was not "playing the market." His major investments were in what he considered to be sound real estate mortgages. Three things led to the collapse of his fortune: depressed

real estate values generally, the bursting of the Florida boom, and his generous assistance to local associates hard pressed by the times.

As early as 1934, President Johnson saw that the Taylor estate was almost hopelessly involved. He reported to the Trustees:

The estate is in a most confusing and unsatisfactory condition. The inventory revealed some substantial assets, but the holdings which the testator regarded as most valuable, if liquidated at this time, would yield little, if anything. Some hundred parcels of real estate in Florida has brought us nothing but tax bills. The sale of certain timber and turpentine rights has enabled us to realize enough to pay the taxes. Beyond that, it is doubtful if the Florida property will ever yield a dollar.

Certain timber rights in British Columbia, for which the Professor had paid a substantial fee annually, gave him the privilege of cutting and marketing timber, upon payment of a percentage of the proceeds to the Canadian government. The testator regarded those rights as very valuable. The best advice we can secure leads us to the conclusion that they have, at present, no value whatever.

Real estate in Superior, Wisconsin, representing an investment of \$60,000, does not yield returns sufficient to pay taxes and the interest on a mortgage of \$25,000.

We have also come into possession of a brickyard and other pieces of real estate in Waterville, so involved as to yield nothing but perplexing problems. Bank notes, endorsed by Professor Taylor, will still further reduce the estate. It is probable that final settlement, long deferred, will yield not much more than is necessary to maintain the annuity to the niece.

It was 1952 before all was settled, when the College sold about twenty remaining Florida lots for two thousand dollars. The niece died in 1956, and her son had meanwhile reached the age of thirty. During twenty-four years the College faithfully paid the promised annuity. In 1956 it could fulfill the second provision of the Taylor will, to set up an endowment for the professorship of Latin. But the amount was far short of what Professor Taylor had intended. In 1959 the endowment for the Taylor Professorship stood on the Treasurer's books at \$38,844. As for the promised \$250,000 for Mayflower Hill, not a penny was ever received. Dr. Julian Taylor once told the Colby students in a chapel talk that only two things are necessary to accumulate a fortune: foresight and patience. Patience the professor had in great abundance, but in respect to foresight he had the same fallibility as many of his contemporaries. Professor Taylor was no prodigal son, but like that biblical character he could not foresee the famine in the far country. He could not conceive that a depression would be so sweeping and so prolonged that it would reduce the residue of his big estate to less than forty thousand dollars.

When the decision was made to move to Mayflower Hill, there was no longer talk of turning the Women's Division into a separate College for women. As Joe Smith put it in an article in the *Alumnus*:

Colby College is committed to the principle of education of both sexes. Women today do not live in cloistered insulation from the world.



They expect to work with men and compete with men in an increasing number of vocational fields. On the new campus the women's group will consist of a social union and two dormitories. One large section of the Union will be a gymnasium with lockers, showers, corrective rooms, and offices. Each sorority will have its chapter hall in the building, and there will be social rooms for various purposes. The two dormitories, housing 300 girls, will each be made up of two units connected by a common kitchen.<sup>1</sup>

The development of fraternities on the new campus will be more fully discussed in the chapter on Fraternities. At this point it is only necessary to say that long and careful consideration was given to the question of fraternity houses on the Hill. A large committee under the chairmanship of Dr. George Otis Smith, and on which the present historian served as local vice-chairman, made an exhaustive study of the problem. Trustees, administration, alumni, and students were fully represented on the committee. Their recommendation, with only two dissenting votes out of twenty-one, was for the continuance of fraternities, but for the houses to be built on college land, thus assuring virtual college ownership. There were to be no fraternity dining rooms, a resident house-mother must be employed in each fraternity house, and operative control would be exercised by a prudential committee for each house, consisting of representatives of alumni, students, and the administration. Arrangements were made for the College to loan to each fraternity corporation one-half the cost of building the house, on long-term amortization.

At the Trustees' annual meeting in June, 1934, President Johnson reported that, with Federal assistance, a road had been built from the County Road, near where it crossed the Messalonskee, to the new campus, and a railroad bridge had been built to cross the new road by overhead pass, at an expense of \$65,000.

Although progress was indeed made on clearing the land and building roads, no active solicitation of funds took place during four of the deepest depression years, 1932 through 1935. In November, 1935, feeling that the financial skies were brightening, the Trustees voted that "partial resumption of financial efforts may reasonably and confidently be made to assemble funds for the new buildings, and \$10,000 is appropriated to carry out these efforts by the employment of a field man from Marts and Lundy, by preparation of subscription agreements, and by public announcement."

In February, 1936, a campaign was launched among the alumni for a men's union to be a lasting memorial to President Arthur Roberts. Then in March, 1937, came the exciting news that George Horace Lorimer, 1898, Editor of the *Saturday Evening Post*, had agreed to pay the entire cost of a new chapel, to be named in honor of Lorimer's distinguished father, at one time pastor of Boston's Tremont Temple.

The first building for which ground was broken on Mayflower Hill was the Lorimer Chapel. At those exercises on August 18, 1937, President Johnson said, "Today the initial step in the building of our new campus is the breaking of ground for the erection not of a science hall, not of library, stadium or dormitory, but of a chapel—to house the spirit, shelter the flame, and be the rallying point of all our labors and aspirations."<sup>2</sup> The cornerstone was laid by Mr. Lorimer's two sons on October 21, 1938.

In that summer of 1937, Johnson summed up the accomplishments on the Mayflower Hill project. "During the past five years the City of Waterville, with

substantial assistance from federal agencies and from the College, has spent more than \$250,000 in building the Thayer bridge, public roads and sewer lines, all of which are essential to eventual buildings on the new campus. From the widow of James King, 1889, has come \$150,000 for a wing of the new library. Pledges for new buildings have been made by Merton Miller, 1890; by Dr. and Mrs. George Averill, as well as by Mr. Lorimer. Last June the alumni successfully completed the raising of \$300,000 to build a men's union as a memorial to President Roberts. Today we celebrate the actual beginning of construction on this site."<sup>3</sup>

Ground was broken for the Roberts Union on October 25, 1937. That building would contain not only recreational rooms, offices for student organizations, and guest rooms, but would also house a central dining service for all the men students. Meanwhile a vigorous campaign among the alumnae for the women's union had passed the half-way mark.

As construction at last got underway, there was much talk about "a functionally planned campus." What did those words mean? In its issue of April, 1938, the *Alumnus* answered the question.

A functionally planned campus is one where the layout of buildings has not been determined by a process of haphazard accretion, but thoughtfully worked out from every angle before the first spadeful of earth is turned; a campus where every building is carefully located and designed to carry on its function in the educational scheme as efficiently as possible. The arrangement of the main campus is on three sides of a quadrangle, with the open end facing the city. The academic buildings are placed in accordance with the great divisions of learning, with the library at the focal point of both axes. Fraternity houses and dormitories are so placed that fraternity and non-fraternity men will naturally mingle together. The natural slopes are utilized so that each building has direct entrances on two floors. Each building has been planned around its needs, rather than first deciding on its size and shape. The academic buildings are not mere space units for classes, but are dynamic working factors in the educational process.<sup>4</sup>

At the meeting of the Trustees in November, 1937, President Johnson had reported that over a million dollars had already been raised among alumni and trustees; that the foundations of the Lorimer chapel had been completed; that the main section of the Library foundation would be finished within a few weeks; that the drainage pipes of the athletic field had been laid through the generosity of Charles Seaverns; and that during the winter the sewer system and the campus roads would be finished with WPA funds. At the same meeting the Trustees appropriated \$5,000 for construction of a model of the Mayflower Hill development. A glimpse of that model, which still stands encased on the top floor of the Library's north wing, reveals both the similarity and the difference between the original design and the completed plant, as it stood in 1960. The fundamental design is the same: Miller Library at the center, equidistant between Lorimer Chapel and Roberts Union on the horizontal axis, with the Library's main entrance facing the city across terraced lawns, and the dormitories arranged in a symmetrical arc behind it. But some of the other buildings are on quite different sites than those suggested by the model. As construction developed, conditions dictated those changes, all of them for the better.



In 1937 the College launched what was called the Maine Million campaign, an attempt to raise a million dollars from the permanent and summer residents of Maine for the purpose of erecting dormitories for men and for women. Started on August 18, on the occasion of breaking ground for the Lorimer Chapel, the campaign gained rapid momentum, giving the Trustees confidence to authorize the laying of further foundations. When college opened in the fall of 1938, President Johnson stated: "We have laid the foundations of four buildings and have excavated for others, as well as erecting the superstructure of the Lorimer Chapel." The nine buildings to which Johnson thus referred were the Lorimer Chapel, the Roberts Union, the Library, the two units forming the Women's Union and the Women's Gymnasium, Mary Low and Louise Coburn Halls, and the East and West dormitories for men. At that time none except the Chapel had been constructed above the foundation; the foundations were in for Roberts Union, Library, Women's Union and Women's Gymnasium. For the other four buildings there were as yet only excavations.

The next task was to provide for the dormitories, and to that end the Maine Million was directed. Except for the campaign chairman, George Otis Smith, the committee was composed of Maine people who were not Colby alumni or trustees. It was a venture of faith in the new Colby, endorsed liberally by both permanent and summer residents. The presidents of Bates, Bowdoin, and the University of Maine accepted places on the committee, as did such leading public figures as Carl E. Milliken, Ralph Owen Brewster, William Tudor Gardiner, Robert Hale, William R. Pattangall, Wallace H. White, and Guy P. Gannett. The committee contained persons of prominence in many fields: the novelists Booth Tarkington and Kenneth Roberts; the poet Edna St. Vincent Millay; the teacher and writer, Mary Ellen Chase; the musician Walter Damrosch; America's great preacher, Harry Emerson Fosdick; the famous Quaker leader, Rufus Jones; magazine editor Gertrude B. Lane; Mrs. Dwight Morrow; and the cancer research specialist, Dr. Clarence Little.

Of great concern to President Johnson and the Colby Trustees was the proposed library. Not only was it to be located at the focal center of the campus, but it was also to be the largest and most expensive building in the original plans. Construction costs increased so much that some of the later buildings cost even more than the huge library, but originally it called for the largest allocation of funds. A good start had been made when the estate of James King, 1889, provided \$150,000 for the library's south wing. For a long time the source of remaining funds for the building was in doubt. President Johnson and Dr. George Averill had reason to believe that the money could be obtained from a California resident, Merton L. Miller, 1890, classmate of President Roberts and a member of the sophomore class that had initiated Franklin Johnson into his freshman year. Miller was known to have substantial interest in productive gold mines in the Philippines, as well as other investments. The importunity of Johnson and Averill finally prevailed, and at their annual meeting in June, 1939, the Trustees voted: "Because of the receipt of \$125,000 from Merton Miller, with promise of a substantially larger amount, the Library shall be named, in memory of Mr. Miller's father, the William Miller Memorial Library." Mr. Miller himself laid the cornerstone on September 29, 1939.

The summer of 1939 saw the creation of Johnson Pond. Earth to fill depressions and smooth the landscape had to come from somewhere. Walter Wyman suggested that it be taken from the marshy, spring-fed area north of men's dormitories, although at that time those dormitories were only excavations.

The result was the lovely expanse of water appropriately named for President Johnson.

In June, 1939, the alumnae had, with appropriate ceremonies, laid the cornerstone of the Women's Union with Florence E. Dunn, 1896, presiding. Others prominent in the exercises were Ervena Goodale Smith, 1924, who had directed the campaign; Mabel Dunn Libby, 1903; Edith Watkins Chester, 1904; and Dean Ninetta Runnals, 1908. The *Alumnus* commented: "The shoveling of the women, while symbolic, proved somewhat ineffective as to making a hole in the ground. This was remedied, however, by the steam shovel, which immediately snorted and began to chew into the soil in earnest, putting on a good show and proving that dirt actually was beginning to fly."<sup>5</sup>

When the Trustees met in November, 1939, President Johnson could make a stirring report. "The construction of Roberts Union, Women's Union and the Library are now nearing completion. *What was once a dream is now becoming a reality.* The four buildings already constructed<sup>6</sup> include a larger aggregate of cubic space than that of all the buildings on the old campus except the Field House. The highly specialized buildings for science, and the dormitories, are all that remain necessary for operation of the College on Mayflower Hill."

In the spring of 1940, the Maine Million campaign had progressed sufficiently to warrant the construction of the outer shells of the East and West dormitories for men and the large dormitory for women, which housed under one roof with connecting kitchen the units later known as Mary Low and Louise Coburn halls. The *Alumnus* proudly called attention to the unique construction of the housing for men.

The buildings are ingeniously planned so as to get away from the barracks-like nature of the conventional school dormitory. There will be no long, noisy corridors. Each building consists of what amounts to three separate residence halls under one roof. Each self-contained unit will bear its own house name and accommodate about thirty boys. Each will have its own entrance, recreational lounge, and apartment for a faculty resident.<sup>7</sup>

The six separate sections of the men's dormitories were named respectively for six Colby presidents: Chaplin, Champlin, Pepper, Robins, Small and Butler.

Even before a single class could be held on Mayflower Hill, careful thought had been given to landscaping. Attractive terraces had been built in front of the Miller Library, and the winter month of January, 1941, saw the transplanting of ten full sized elm trees to line the approach to the Lorimer Chapel. They were the gift of Mrs. Mary Curtis Bok of Philadelphia, who made the gift in memory of her father, Cyrus H. K. Curtis, publisher both of Mr. Bok's *Ladies' Home Journal* and Mr. Lorimer's *Saturday Evening Post*. The trees, taken from another part of the Mayflower Hill land, were all 35 to 40 feet high when they were transplanted in the biting cold of January. A frozen ball of earth would then adhere to the roots without crumbling. Later Mrs. Bok became convinced that the entire approach to the Chapel should be changed, that instead of the straight central walk there should be two curving walks with a broad lawn between them. She provided \$10,000 to make this obvious improvement, and the whole area in front of the Chapel has since been known as the Cyrus H. K. Curtis Approach.



After the laying of the cornerstone of the women's dormitory on June 15, 1941, summer work proceeded vigorously. The women's dormitory was roofed in before autumn and the women's gymnasium, gift of Dr. and Mrs. George Averill, was well under way. Foundations were laid for Delta Kappa Epsilon and Alpha Tau Omega fraternity houses.

Step-up in national defense had caused a scarcity of building materials through most of 1941. Then on December 7th, with the Japanese attack on Pearl Harbor, came the crushing blow to further progress on Colby's building program. All construction had to cease, with small hope of its resumption until the war should be over. Like President Roberts in 1917, President Johnson in 1941 was determined that Colby's complete and united effort should be directed toward the patriotic task of winning the war.

There they stood, most of them untouched until 1946—the outer shells of half a dozen buildings, the mere foundations of others, and only excavations for a few more. Before a single class could meet or a single student be housed on Mayflower Hill much work remained to be done.

It was Colby's determination to participate to the fullest extent in the war effort that enabled limited use of the new campus much earlier than had been expected during the first grim months after Pearl Harbor. In order that buildings on the old campus might be available for military use, the government was persuaded to release the necessary materials to complete the women's dormitories and the women's union on the Hill.

Colby women will always be proud that it was they, the once unwanted guests in a men's college, who first occupied the Mayflower Hill campus. When college opened in September, 1942, they took residence in Mary Low and Louise Coburn halls, and soon afterward both their union and their gymnasium were ready for use. Not all the girls could be accommodated on the Hill; some of the freshmen had to be left in the smaller dormitories downtown. Fortunately, however, old Foss Hall and other buildings of the city campus were made ready for 500 men sent to Colby in February, 1943, as the 21st College Training Detachment of the Army Air Force. When the second semester opened, a few classes were being conducted in the Women's Union. Those classes were attended chiefly by girls, because by that time the war had reduced civilian male enrollment.

Before the war came to an end, Mrs. Bessie Fuller Perry had made a significant gift of \$10,000 to equip an infirmary on Mayflower Hill as a memorial to her husband, Dr. Sherman Perry, 1901. At first intended to be an infirmary solely for men students, in one wing of Roberts Union, it developed into spacious infirmary quarters for both sexes. The "annex" to Mary Low Hall, intended as the women's infirmary, proved inadequate, and the happy decision was made to adapt the Perry Infirmary to the use of all Colby students.

When the war was at last over, the Trustees wasted no time resuming construction. In November, 1945, they voted to contract for nearly two million dollars of work, although only \$775,000 could be made immediately available to pay for it.

There is no better way to recount the progress made during 1946-47 than to quote from President Bixler's report made at the close of that year.

When the women's dormitory and the women's union were opened in 1942, five other buildings stood as empty shells and remained so until April, 1946. Despite almost fantastic difficulties, including scarcity of

both labor and materials, those five buildings have now been completed. Two dormitories for men came first. Then in February the Roberts Union was ready, providing a cafeteria for men, as well as a recreational center and headquarters for student organizations. The Miller Library was ready for partial use in February, making it possible to hold virtually all classes, except in the sciences, on the Hill. More than 120,000 books were moved from the old to the new library during the spring recess. Finally, just in time for Commencement, the Lorimer Chapel was ready. Foundations are being laid for two new science buildings and a president's house. A new building, 200 by 150 feet, to serve as a temporary gymnasium and field house, is now under construction.

The athletic facility to which President Bixler referred was an ingenious device. Securing as war surplus a large airplane hangar, the College cut it in two, made from it a big indoor field and basketball area, and built around three sides of it offices, shower rooms, training rooms, and remedial quarters for the work in athletics and physical education. Dr. and Mrs. George Averill, who had already done much to assure the new campus, donated the funds for the President's House, built at the top of the southern slope beyond the women's quadrangle.

Just before Pearl Harbor the College had received a bequest of \$200,000 from Mrs. Jennie C. Keyes for the erection of a science building. It had at first been intended to have separate buildings for chemistry and physics, but careful consideration convinced the authorities that one building could adequately serve the needs of both sciences. Such a combined building would be called the Keyes Science Building. By the spring of 1947 it became apparent that rapidly rising costs had pushed the expense of such a building far beyond the money available from the bequest. It was another incident of the many frustrations that confronted the College during the long years that followed the decision to move. Again it was Dr. George Averill who came to the rescue. Martin Keyes, founder of the famous Keyes Fibre Company, had been the doctor's father-in-law, and the doctor himself had been largely responsible for bringing the business safely through the depression and for protecting Mrs. Keyes' inheritance. Dr. Averill generously agreed to furnish the funds necessary to complete the building, which before it was occupied had cost nearly \$600,000.

Before the war, plans for a classroom building had centered around a memorial to Elijah Parish Lovejoy. A vigorous campaign was started among the newspaper publishers of the United States to raise the necessary funds to erect such a building as a memorial to Colby's martyr in the cause of freedom of the press. The intent was to make the building not only the site of social science classrooms and offices, but also a center for studies and conferences in communication. Although many publishers gave liberally, the war stalled the campaign, and it never regained sufficient strength to raise the necessary money, especially in view of rising costs. Decision was finally reached to redesign the building to house classes and offices for the divisions of humanities and social studies, as well as provide a large lecture room. Funds from other sources were added to the gifts of the publishers, and in February, 1959, Colby's most useful classroom building was opened.

A tremendous problem was presented after the war by rapidly rising costs of construction. This is illustrated by what happened to the fraternity houses. In 1940, when the architect planned fraternity houses for at least thirty occupants



not to exceed a cost of \$35,000 each, the Trustees voted to assist in building such houses by loaning to the alumni corporations of the fraternities "an amount not to exceed fifty percent of the cost, but not over \$17,500 for each house." By 1958, seven fraternity houses had been erected between the Library and the Roberts Union. Following the building of houses for DKE and ATO, Zeta Psi and DU soon put up their buildings, followed quickly by Phi Delta Theta and Tau Delta Phi. Several years later the Lambda Chi Alpha house was opened. So serious had become the inflation that not one of those houses cost less than a hundred thousand dollars.

Some of those buildings were still in the future, however, when Commencement came in 1949. Since the start on Lorimer Chapel in 1937, twelve buildings had been erected: Roberts Union, Miller Library, Lorimer Chapel, ATO and DKE fraternity houses, the Women's Union, the Women's Gymnasium, the dormitory containing Mary Low and Louise Coburn halls, East and West dormitories for men, the athletic field house and the President's home, the last being another magnificent gift by Dr. and Mrs. Averill. But the work of construction had by no means stopped. The Keyes Science Building was well under way, foundations had been laid for five additional fraternity houses, and two more dormitories for men had been started. Campaign to raise funds to house biology and geology was drawing to a successful conclusion.

The Keyes Science Building was opened in the fall of 1950, Dr. George Averill presenting President Bixler with the keys at appropriate dedicatory exercises. Somewhat earlier the football field had been appropriately named for Charles Seaverns, 1901, and the baseball field for Colby's famous big-league pitcher, Jack Coombs, 1906. The tennis courts, six clay and six asphalt, were completed by a gift from Mrs. Edna M. Wales of Massillon, Ohio, and Northport, Maine, in memory of her son, Sgt. Walter M. Wales, a war casualty. The two additional dormitories for men were named for Franklin Johnson and Dr. George Averill. In order to house married veterans who enrolled in increasing numbers after 1945, the College secured four abandoned shipyard houses, which were placed at the extreme west of the campus and converted into eight apartments each. Intended for use during three or four years only, those ugly structures stood for more than ten years until they were finally razed in 1958. Johnson and Averill halls were opened for student occupancy in the fall of 1950.

Dr. Matthew T. Mellon of Pittsburgh, a member of the Colby Trustees, made in 1949 the magnificent gift of a new Walcker organ for the Lorimer Chapel. First publicly played on March 1, 1950, at a recital by one of America's foremost organists, E. Powers Biggs, Colby's organ is one of very few pipe organs in this country of European manufacture. It is product of E. F. Walcker and Company of Ludingsburg, Germany. The instrument was dedicated on July 28, 1950, when the recitalist was the famous Swiss organist, Karl Matthaei.

On June 10, 1951, was laid the cornerstone of the long awaited Life Sciences Building, with State Geologist Joseph M. Trefethen, 1931, as the principal speaker. The completed building was dedicated on October 3, 1952. Foss and Woodman halls were dedicated in June, 1952.

When College opened in the fall of 1952, President Bixler could proudly say: "No longer is our house divided. We are now completely on Mayflower Hill, with all our students housed in the new dormitories or fraternity houses. The old campus is but a fond memory."

It was indeed a great victory. Twenty-two long years had elapsed since the momentous day in 1930 when the Trustees voted that the College must move

"when feasible." Twenty-one new buildings now graced the landscape on Mayflower Hill, but the task was not yet complete. As Bixler put it: "Too many classes are still held in crowded quarters in Miller Library and the Women's Union. We must press for the Lovejoy Building and the classrooms it will provide. Our work in art and music has long outgrown the makeshift facilities on the top floor of Roberts Union and in the basement of Lorimer Chapel. A building for fine arts is on the list of 'musts'."

Before either building could be erected, several years would pass and a new financial campaign would be completed. Meanwhile the college shops near the tennis courts were remodeled into a Little Theatre and headquarters for the expanding work in dramatic art, while a new brick building near the gymnasium was built to house the shops, storerooms and offices of the Department of Buildings and Grounds.

Alumni agitation for an indoor skating rink resulted in the building, as a north extension to the field house, of a modern skating rink, which not only gave impetus to Colby's already active sport of hockey, but also provided opportunity for recreational skating to both students and townspeople. The skating arena was named for a generous contributor, Harold Alfond, manufacturer at Norridgewock, Maine. The improved field house was named for the man who had done much to promote all Colby progress, including athletics—the late Herbert Wadsworth, 1892, for several years chairman of the Board of Trustees.

When, in 1956, it had become clear that completion of the needed facilities could not be obtained without another spirited financial campaign, there was then launched the Colby Fulfillment Fund, to assure the erection of three buildings: the Lovejoy classroom building for humanities and social sciences, Art and Music Building, and Administration Building.

The Lovejoy Building was opened for use in February, 1959, and in the fall of that year the Departments of Art and Music left their dingy temporary quarters to take occupancy of a splendid new building, dedicated to the man who had done more than any other person to make art and music significant subjects in the Colby curriculum, President Julius Seelye Bixler. During 1960 the Eustis Administration Building was under construction.

How many buildings would stand on Mayflower Hill when the Administration Building should be finished? The answer is not so easy as it seems, because it depends on whether one counts as each unit only each structure unconnected with any other, or whether he considers connected structures as separate units. For instance, the women's dormitories are considered as four distinct units, although they are only two complete structures. On the other hand, the ten largest dormitories for men are thought of as only two buildings, although each is divided into three separately named sections. The building called the Women's Union should appropriately be considered two buildings, because the Union proper is the gift of Colby Alumnae, while the gymnasium wing, which serves the College so admirably as its largest auditorium, is the gift of Dr. and Mrs. George G. Averill.

Based on the precedents of their origin and their subsequent use, the number of buildings on Mayflower Hill, including the Administration Building, in 1960, was thirty-one. Beginning with the President's Home, the building first encountered as one approaches the campus via Mayflower Hill Drive, the visitor comes next to the buildings of the Women's Division: Foss and Woodman halls, the Women's Union and Gymnasium, Mary Low and Louise Coburn halls. Then, up the west drive, he passes the Administration and Lovejoy buildings. As he reaches the



crest of the grade, on his left is Lorimer Chapel and on his right the Miller Library. Behind the Library are Averill and Johnson halls, and the two larger dormitories known as East and West halls, containing the six units named respectively for Presidents Chaplin, Champlin, Robins, Pepper, Butler and Small. To the north and east of the Library are seven fraternity houses, Roberts Union, the Maintenance Shops and offices, the Wadsworth Field House, the Alford Arena, the Superintendent's Home, the Little Theater, the Bixler Art and Music Building, the Life Sciences Building, and the Keyes Science Building.

Into the Mayflower Hill plant have gone more than three million hours of labor, more than twenty-five million bricks, more than fifty thousand tons of cement, more than twenty thousand yards of sand and gravel. The erection of all the buildings necessary for a college of a thousand students was no small contribution to the economy of Maine.

Two questions command attention. How much did it all cost, and where did the money come from? At the close of the fiscal year ending June 30, 1959, there had been expended on land, buildings, utilities, improvements, and new equipment at Mayflower Hill a total of \$8,552,415. Of that amount more than seven and a half million had gone for buildings, nearly three-quarters of a million for landscaping and utilities, and the remainder for new furnishings. College officials estimated that, when all bills had been paid for the erection of the Art and Music Building and the Administration Building, the total expenditures on the Mayflower Hill plant would exceed \$9,500,000.

Some of the construction figures reveal the amazing increase in building costs during the twenty years between the beginning of Lorimer Chapel and the erection of the Lovejoy Building. The beautiful, spacious chapel, including its wing with the smaller Rose Memorial Chapel, had cost \$213,153. To replace it in 1959 would have taken at least \$650,000. The original building to house women students (Mary Low and Louise Coburn) had cost \$444,884. When the matching building (Foss and Woodman) was constructed ten years later, although many savings were effected, including one dining room instead of two, the cost was \$880,219. In fact, up to the time of the auditor's report in June, 1959, that dormitory had been Colby's most expensive building.

The two largest dormitories for men had cost respectively \$260,000 and \$220,000. A few years later the erection of the much smaller Johnson and Averill halls cost \$170,000 each. In spite of its size, the Miller Library with its towering spire cost less than the Keyes Science Building. The few years that elapsed between the construction of the Miller and the Keyes structures had seen prices advance so that, while the Library cost \$578,784, the smaller Keyes Building called for \$584,061. Although the Lovejoy Building, in size and floor space, was almost a duplicate of the Keyes Building, the later construction necessitated expending \$750,000, and even then the cost was kept down by watchful care that effected substantial savings.

If the thirty-one buildings now in use on Mayflower Hill had been built anew as late as 1960, they would have cost more than twenty million dollars.

Where did the money come from? It came from several thousand individuals and from many corporations and organizations. After the Development Campaign became the Mayflower Hill Campaign, under the direction of Marts and Lundy, various campaigns were organized. There was an alumni drive for \$300,000 to build the Roberts Memorial Union; an alumnae solicitation of \$100,000 for the Women's Union; and a Maine Million campaign for dormitories.

Later the College organized its own Development Office and pursued a continuous appeal for funds, with only occasional assistance from any professional firm.

The expanded Development Fund of 1929 had brought in a tidy sum as a sort of Mayflower Hill nest egg. The depression years saw slow but steady accumulation of the needed dollars. Before 1940, Mr. Lorimer had given \$200,000 for the Chapel, Dr. and Mrs. Averill had provided \$100,000 for the Women's Gymnasium, Mrs. James King had given \$150,000 toward the Library, and Merton Miller had assured its completion. Alumni and Alumnae had made possible the two unions.

A brochure bearing the title "A Venture of Faith," published in 1939, set the cost of "the complete new Colby" at five million dollars, and except for inflated prices that estimate would not have been far wrong. A 1940 folder, "Something to See in Maine," stated that gifts from 3,839 persons had gone into the development at that stage. In the midst of World War II was issued "A Matter of Will Power," a stirring appeal for bequests. After the Japanese surrender another folder, "The Soundest Post-War Project in America," announced vigorous resumption of the campaign.

After all activities were finally moved to the Hill in 1952, the slogan became "On the Hill, but not Over the Top." Still needed were a building for humanities and social sciences, one for art and music, and a third for administration. Vital was the need to increase faculty salaries and to supply additional funds for scholarship aid. Hence the decision to launch the Fulfillment Campaign with an ultimate goal of five million dollars. The immediate task was to raise half the amount, \$2,500,000—a million and a half for buildings and a million for added endowment to assure salary increases and more scholarship aid. Although sound advisers told the Development Office that it would be impossible to raise two and a half million before 1960, since only in 1958 did the campaign get well under way, the Commencement in 1959 saw the glorious success of that campaign, when at the Alumni Luncheon Mr. Edward McMillan, vice-president of Merrill Lynch, Pierce, Fenner and Smith, presented to President Bixler a check for \$100,000 from the Charles Edward Merrill Trust. That check put the Fulfillment Campaign over the top. Its success assured the completion of the Lovejoy and the Art and Music Buildings, and a start on the Administration Building. At the same time, substantial increase was made in the endowment funds, thus assuring definite steps toward increased faculty salaries and larger financial aid to students.

At his retirement in 1942, President Johnson performed a sacrificial act that stirred the admiration of thousands of readers of *Time* and other national publications. He turned back to the College the entire amount he had received in salary during the thirteen years of his presidency. Not only the astute planning, the unrelenting zeal, and inexhaustible faith of Franklin Johnson went into Mayflower Hill; he added to those qualities the tangible contribution of his hard earned money.

Securing the more than nine million dollars which went into the building of the Mayflower Hill plant was not merely a task of insistent, patient fund raising; not merely a venture of faith. The whole Mayflower Hill story is a saga of victory over repeated frustration. There came first the bitter disappointment of the Taylor estate, then the long, lean years of depression. When war came, not only must further solicitation cease, but grave questions arose as to the validity of pledges already made. For instance, after the Japanese flooded Merton Miller's gold mines in the Philippines, would he ever be able to fulfill his



promise to complete the Library? Nor did the moments of frustration end after the war. Oral promises were sometimes not carried out, because the promiser died without leaving bequest to the College or other written record. A single donor had been expected to give the money necessary to build the Life Sciences Building, but financial disaster overtook him before he could carry out his Colby plans. Franklin Johnson, Seelye Bixler, and all others who had a part in the active solicitation of funds must have felt often as Jeremiah Chaplin felt when he was turned away from a Portland home without subscription and was heard to say, "God help Waterville College." But at last it was done; every barrier was surmounted; every frustrated experience was only a memory. Franklin Johnson's dominant, unquestioning faith had been justified. The money was somehow raised. Colby's new campus became a reality.

Franklin Johnson always insisted that Mayflower Hill was not his accomplishment alone, and of course he was right. Foremost of all those who stood at Johnson's side through good days and bad was Arthur Galen Eustis. A graduate of the College in 1923, he had soon returned as a young instructor in Economics and Business Administration, had risen to full professor and head of the Business Administration Department, had then become Treasurer and finally Vice-President of the College. For more than twenty years, until his untimely death in 1959, Galen Eustis had an active part in the plans, contracts and construction of every building erected on Mayflower Hill. He developed an intimate friendship with Fredrick Larson, the architect, and with the representatives of Hegeman-Harris and other construction firms. He was especially shrewd in watching details of costs and expenditures, fighting to a hundred victories on minor points of contracts which in the aggregate saved the College thousands of dollars. Year after year Eustis took no vacation, staying on the job all summer to see that Colby got a hundred cents' worth of return for every expended dollar. In giving deserving tribute to Franklin Johnson, it is easy to overlook the man who, day after relentless day, performed the drudging details that made Johnson's dream come true. Every brick among the twenty million on Mayflower Hill is a kind of memorial to that man who loved Colby more than his own life, Arthur Galen Eustis. Appropriately the new administration building is dedicated to his memory.

Then there was Johnson's successor, President Julius Seelye Bixler. Like Johnson, he had been committed to the academic life, and like the man from Columbia this man from Harvard found himself suddenly cast in the unfamiliar role of money raiser. He attacked that duty just as vigorously as he confronted the problem of Colby's academic improvement, and it was by his personal efforts that several of the larger gifts were assured.

The task could not have been accomplished without the vigorous, unwavering support of the Board of Trustees. Dr. Averill not only gave generously of his money, but also of his time and his talents, especially during the period when he served as the Board's chairman. Herbert Wadsworth and George Otis Smith, chairmen during the trying years from 1926 to 1944, never lost hope that the project would eventually succeed. When Neil Leonard succeeded Dr. Averill as chairman in 1946, he led the Board for fourteen years in determined, successful effort to bring Mayflower Hill to magnificent fulfillment. Other Board members were equally zealous. If the reader will turn to Appendix V and note the names of all persons who served on the Board of Trustees between 1930 and 1960, he will be impressed by that list of prominent, devoted persons who guided the destiny of Colby during those thirty crucial years.

At the November meeting of the Trustees in 1935 it was voted "that a field man be employed from the Marts and Lundy organization to visit friends of the College prior to the renewal of the General Campaign." That field man was E. Allan Lightner, who for twenty-five years continued to be the spark-plug of Colby's money-raising program. In June, 1938, the Board voted to continue its contract with Marts and Lundy, with the understanding that the contract should include the valuable services of Mr. Lightner. In 1940, when the Trustees decided to terminate their official relation with Marts and Lundy, Mr. Lightner was induced to leave that organization and become Assistant to the President for Development at Colby. A man of tremendous energy and zeal, he became responsible, through the years, not only for many thousands of dollars in subscriptions, but also for a long range policy of establishing good will, whereby subsequent gifts and legacies flowed into the college treasury in ever increasing amounts. While soliciting funds for the Mayflower Hill plant, Mr. Lightner never neglected the need for endowment, and his efforts resulted in securing a considerable portion of the increased endowment funds during the building period.

Three other persons were prominent in the Mayflower Hill campaigns: Publicity Director Joseph Coburn Smith; his wife, the Alumnae Secretary, Ervena Goodale Smith; and the Alumni Secretary, G. Cecil Goddard. It was Joe Smith's artistry and ingenuity which produced many of the attractive folders and brochures, and as editor of the Colby *Alumnus* he kept the developing picture of Mayflower Hill constantly before the alumni. Joe was an expert photographer, whose work won prizes in national publications. His long-exposure photograph, showing the stars moving across the tower of Lorimer Chapel will long be remembered by readers of *Life*. Taking movies of construction as it progressed on the Hill, Joe put together a permanent movie record of the Mayflower Hill story, which was exhibited at alumni meetings and public gatherings, as well as to each entering class for several years.

Ervena Goodale Smith, as Alumnae Secretary, devoted her considerable talent and her charming personality to the interests of Colby women, too long neglected for the activities and welfare of the college men. She had good reason to labor valorously in behalf of the Women's Division. Not only was she herself a Colby graduate, but her husband's aunt, Louise Helen Coburn, was at that time the most prominent among all Colby alumnae. Miss Coburn had been one of the earliest women students, the first woman trustee, and had led the successful campaign to prevent abolition of the Women's Division in the 1890's. With that goodly heritage Ervena Smith was determined that the women should have full recognition and proper housing on Mayflower Hill. Allied with such valiant workers as Dean Ninetta Runnals and Miss Florence Dunn, Mrs. Smith directed the alumnae campaign for \$100,000 to erect the Women's Union, and united Colby women as never before.

G. Cecil Goddard, soon after his graduation from Colby in 1929, was brought back to the College as its first full-time Alumni Secretary. Although he found it a sufficiently arduous task to organize the alumni files, set up regional organizations, and institute an alumni fund, he found himself soon plunged violently into the Mayflower Hill campaign. It was no easy job to raise \$300,000 from graduates and former students of the College, even with the name of Arthur Roberts as an attraction. That the effort was successful and the Roberts Union secured was due in no small measure to the ability and devotion of Cecil Goddard.

Although many others gave unstintingly of time and energy to the Mayflower Hill fulfillment, commendation is especially due to five men who, through



the later years of the Bixler administration rendered significant service: Ellsworth "Bill" Millett, who followed Goddard as Alumni Secretary; Richard N. Dyer, a non-Colby man who had come to know and love Colby with a devotion equal to that of the staunchest graduate; Edward H. Turner, Director of Development, whose calm equanimity, sound judgment, and grim persistence assured the success of the Fulfillment Campaign; Ralph Williams, who succeeded the late Galen Eustis as Vice-President, and completed Eustis' carefully laid plans; and George E. Whalon, Superintendent of Grounds and Buildings, who had direct charge of the erection of the Lovejoy, the Art and Music, and the Administration buildings, and did the job as well as, if not better than, a high-priced construction firm had done with earlier structures.

On the broad slopes of Mayflower Hill thirty-one modern buildings give tangible proof that faith brings results and that faith without work is dead. Frank Johnson's dream of 1929 is now a magnificent reality. But Dr. Johnson would himself be the first to say that buildings do not make a college. In his memorable essay, "If I Had Three Days to Live," he wrote: "I know that a college does not consist of bricks and stone, but is a vital thing, with a background of traditions and emotions, built up through the years by men and women of faith and courage carrying on the unending search for truth and the good life."<sup>8</sup>

## CHAPTER XXXVIII

### *A New President And A New War*

**I**T seems to be fated that Colby presidents shall take office in difficult times. James Champlin stepped up from professor to president just as the slavery issue was plunging the nation into civil war. His successor, Henry Robins, had just agreed to accept the office when the Panic of 1873 brought depression and hardship. The financial panic of twenty years later greeted President Whitman, and Franklin Johnson in 1929 was faced with the most serious and longest sustained depression the country has ever known.

Prospects for Colby were bright when the Chairman of the Trustees, George Otis Smith, publicly announced on June 26, 1941, that the Board had selected as Johnson's successor Julius Seelye Bixler, Bussey Professor of Theology at the Divinity School of Harvard University. Before the new president had taken office in July, 1942, Japanese bombs had descended upon Pearl Harbor. As had happened in 1917, students were again leaving college for the armed services; tension and uncertainty pervaded the campus. The eagerly awaited construction on Mayflower Hill had to be suspended. There was even doubt whether the Men's Division could continue with anything approaching a liberal arts program or, as had happened twenty-five years earlier, would again become an armed camp.

The new president was, however, ready for the emergency. Like President Johnson, Bixler had served in the armed services in World War I. His first use of the "President's Page" in the *Colby Alumnus*, in July, 1942, showed exactly where he stood in respect to the national crisis.

The changes the war has brought are bound to have a drastic effect on all our colleges. We must be prepared to see changes take place at Colby. My own hope and belief is that they will come as a natural unfolding of the purposes for which Colby has always stood. Colby has steadily believed in the Christian and democratic way of life and has effectively shown what it is like. This college must continue to teach that way of life in a manner that the modern generation, in spite of its disillusionment, can understand. We shall respond with enthusiasm to any demands of the government. At the same time I feel that we shall best serve our country if we try to keep alive the spirit that has always characterized the liberal arts college in the detachment of its search for truth. We shall do everything we can to help win the war. We shall try also to cultivate those qualities which will be needed to win and maintain a just peace. Colby has been through war before and has emerged triumphant. We should be faint-hearted indeed if we thought it could not be done again.<sup>1</sup>



The Trustees had taken plenty of time to select the right man to succeed Franklin Johnson. The "Father of Mayflower Hill" had wished to retire in June, 1941, but the Trustees persuaded him to remain for another year. When it came time for the annual meeting of the Board at Commencement in 1941, their committee to nominate a new president had already made a choice, but they knew, if he could be persuaded to accept at all, their man could not begin his Colby duties until the summer of 1942.

When the Trustees met on June 13, 1941, it was Neil Leonard who reported for the committee.

Mr. Leonard reported that efforts were being made to secure a president of the College to succeed Dr. Johnson, who desired to retire previously to this time, but had consented to remain for another year. The committee had made extensive and conscientious effort to secure a man qualified for this extremely important position and had finally selected Dr. Julius Seelye Bixler, presently Acting Dean of the Harvard Divinity School.

Voted, that the Committee on Progress of the College, or a sub-committee thereof, be authorized to interview Julius Seelye Bixler and if, in their judgment, it is expedient, to tender him the office of President.<sup>2</sup>

A fortnight later, on June 26, Chairman Smith was able to announce Dr. Bixler's acceptance. He was thus given a full year to acquaint himself with the history, traditions, curriculum, and present aims of the College before President Johnson handed over the reins on July 1, 1942.

Although every intelligent reader of the newspapers knew that war clouds loomed in the autumn of 1941, and although Colby like many another college was participating in accelerated defense measures, such as the Civilian Pilot Training Program, the attack on Pearl Harbor was as genuine a surprise on the campus as it was elsewhere over the nation. The College reacted immediately. Conscious that two preceding wars had seen hectic rush to enlistment, thinning the student ranks, college officers strongly advised students not to make too hasty decisions. On the weekend of Pearl Harbor, President Johnson was out of town on college business, and it fell to Dean Marriner to address the men students on December 9. He said in part:

Colby men will again do their full duty. Several of our alumni are now stationed at Pearl Harbor and at Manila. It is grimly possible that some may already have lost their lives. We cannot be blind to the fact that some of you will before another year be in uniform. But it is not your duty to rush off for enlistment. President Conant of Harvard has said, "Those students who hurriedly join the army do their nation irreparable damage by the misuse of their talents." This is indeed no time for a renunciation of higher education. Now, if ever, the nation has need of trained minds. It is for you to take a private oath of allegiance to serious college work, as our friends and relatives in the service take public oath of allegiance to military duty. Then, when the nation does call you into its armed services, you will indeed be ready.

There must be no jitteriness, no confusion, no futile bull sessions about what we shall do next, when the obvious next is tomorrow's lessons. Not with fear, not with uncertainty, certainly not with indifference, we

shall meet whatever call our nation makes upon us. With calm yet alert courage, as Elijah Lovejoy faced the mob at Alton, as William Parker faced the Confederate charge at Spottsylvania, as Murray Morgan faced German bayonets at Mons, we too shall meet the challenge of our day. Before we are Dekes or Zetes or members of any other fraternity, before we are Protestants or Catholics or Jews, even before we are Colby men, we are Americans, and as Americans we shall not fail.<sup>3</sup>

As has been previously mentioned, a later chapter will deal with Colby's national contribution in three wars. It is the province of this chapter to show the impact of World War II on the College.

The official position continued to be encouragement of men students to remain in college and of high school graduates to start their college course. In the summer of 1942 Colby published a circular entitled "Questions of the Day." In answer to the question whether it was patriotic to attend college when the country was at war, the circular quoted President Franklin Roosevelt: "Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be prepared for greater usefulness to their country." It was pointed out that the military services had a high opinion of college graduates, and could make significant use of them. Reference was made to the flight training program recently introduced at Colby.

Despite this sound advice, the college enrollment proceeded to drop sharply. One reason was the uncertainty and confusion surrounding the Selective Service Act passed early in 1941. The act gave no preference to college men as such, but it became the practice of many local draft boards to defer college students, especially those preparing for medicine or dentistry, or those majoring in the physical sciences. Because each draft board was for all essential purposes an autonomous body, with appeal boards usually supporting local decisions, deferment was by no means predictable, and students became increasingly jittery. As early as February, 1941, President Johnson had publicly stated: "The effect of the draft law upon attendance of students now in college and the entrance of new students next year is uncertain and to some extent ominous. Lack of uniformity in the practice of draft boards in the matter of exemptions and deferments leads to confusion. Although there is talk of legislation to defer students until completion of their courses, this seems improbable."

In March President Johnson announced to the faculty that the College would not ask for military exemptions. When several members suggested that such an attitude would be disastrous to enrollment, Johnson told them not to get excited. "Our job," he said, "is to maintain a sane atmosphere in the performance of our task of educating young people."

Long before Commencement in 1942 men students had begun to leave the campus. At the April meeting of the Board President Johnson reported that the Army, Navy, and Marine Corps had repeatedly sent recruiting officers to the campus. He said that 37 students presented themselves to the Navy recruiters in one day, and that the Marines had obtained more than twice their expected quota. Although the situation was somewhat alleviated by enlistment in various reserve corps, especially that of the Navy, whereby the enrolled men were permitted to remain in college for varying lengths of time, the student ranks suf-



ferred continuous depletion. Those who remained in college found it increasingly difficult to settle down to serious classroom work.

As the demand for an enormous army increased and casualties mounted, college deferments became more rare, and many a student hastened to enlist in a branch of the service which he preferred rather than wait to be drafted. When the fall term opened in 1944, there were only 55 civilian men in College. They and the 227 women made a total normal enrollment of 282, the smallest in more than twenty years. The following table shows graphically the war's effect upon Colby enrollment.

	Men	Women	Total
Sept. 1940	449	255	704
Sept. 1941	435	267	702
Sept. 1942	289	262	551
Sept. 1943	55	227	282
Sept. 1944	81	246	327

Faculty members, especially the younger ones, felt the call to military duty. Before the war ended, nine members of the staff had entered the armed services: Registrar Elmer C. Warren and Professor Alfred K. Chapman in the Army Air Force; Coach Edward C. Roundy in the Military Police; Professor Norman Palmer, Music Director John Thomas and Coach Nelson Nitchman in the Navy; Director of Health and Physical Education Gilbert F. Loeb to a post in the physical training of army men; Assistant Librarian Harold Clark and Instructor Samuel Morse in the Army. Through their Committee on Instruction the Trustees granted leaves of absence to these men.

Naturally the war affected college finances. Tuition income of \$168,828 in June, 1941 had dropped to \$75,872 in June, 1944. The situation was alleviated by the loss of faculty members to the services, by the temporary leave of other faculty members to engage in defense industry, and by the assignment to Colby in 1943 of a college detachment of the Army Air Force. The stringency was further relieved by the adoption of a year-round college calendar and by the admission of freshmen three times a year.

Before President Bixler took office, Johnson had led the faculty to adopt a three-term calendar, through which each term would be equivalent to one of the customary semesters, thereby enabling a student so to accelerate that he could complete the eight normal semesters in two and two-thirds calendar years. The college year of 1941-42 ended on May 24. A summer term of twelve weeks was conducted from June 1 to September 2, and the fall term began three days later on September 6.

Two consequences of the new calendar were the necessity of holding three commencements a year and the decision to admit freshmen at the beginning of each term. What happened was well described in President Bixler's report to the Trustees in June, 1943.

Just as a student may enter college in September, February, or June, so we now must provide Commencement exercises in December, May, and August. The number graduating on each occasion will be small, but we desire to give each group of seniors as many of the usual commencement privileges as possible.

In the spring of 1942 the faculty voted to conduct a summer term of twelve weeks, under the direction of Professor Carl J. Weber. We have adopted the policy of admitting freshmen in June and have gone so far as to allow some qualified seniors to enter in February before completion of their high school course. In June 1942 we admitted twenty-four freshman men and nine women; in February twenty-two freshman men, of whom fourteen lacked the final semester in high school, and four women; in June 1943 we took seventeen men and eight women. The summer term was an outstanding success. The absence of extra-curricular activities has meant fewer distractions; the continuous study of one subject six days a week, instead of the usual three hours on alternate days, has given a sense of uninterrupted growth, and the smaller classes have allowed more discussion. The faculty generously voted their services without compensation for the summer term of 1942. For the summer of 1943 a small bonus has been made available.

In November, 1944, the faculty voted and the Trustees agreed, to return to a normal college program of two semesters a year and not to operate a summer term in 1945. Faculty and students alike agreed that the accelerated program had placed too great strain on both teachers and students and that, except in dire emergency, the results did not justify the expedient.

The war had understandable effects upon the curriculum. Immediately after Pearl Harbor the faculty set up a Committee on Curriculum and Defense. As early as January, 1942, that committee had made the following recommendations: (1) that restrictions on taking a sixth course be removed for the duration of the war, and that in unusual circumstances even a seventh course be permitted; (2) that major requirements be adjusted to permit students to enroll in courses preparatory to meeting military requirements; (3) that physical education be required of all students during their entire college course; (4) that so-called war-credit be granted only to students who should "meet such tests as the College shall prescribe," but that in cases where a degree became a distinct advantage to a student, "some departure from this practice may be justified." Regulations governing year courses were rescinded for the duration, and every course was placed on a term basis.

The Government soon began to emphasize the importance of mathematics and the physical sciences, and those fields were immediately strengthened at Colby. A course in mathematics below the usual college level was taught, to stimulate interest in the subject among students whose secondary school preparation in that area had been faulty. Courses were introduced also in Descriptive Astronomy, Geography, History of the Far East, Consumer Economics, and Advanced Accounting. In December, 1942, the faculty voted to allow credit toward graduation for courses in typewriting and shorthand, subjects hitherto taught at Colby without academic credit.

Alert to the possibility that enlistment and draft would drain the college of its male enrollment, the authorities began at once to urge the choice of Colby as one of the colleges in which the armed services might operate one or another of its training programs. These persistent efforts resulted in the selection of Colby as one of a limited group of colleges for the installation of a unit of the College Training Program of the Army Air Force.

Colby was indeed ready for such a program. As early as 1939 courses had been introduced in cooperation with the Civil Aeronautics Authority and the operators of the Waterville Airport. Under the direction of Professor Win-



throp Stanley of the Department of Physics, basic courses were given at the College to men enrolling especially in the program, and flight instruction was given at the airport. By 1941 the program had so developed that the Navy sent a small detachment of junior officers to receive the same training.

The Air Force program, started at Colby early in 1943, intended that one hundred enlisted men should arrive each month from a basic training center until the total number in the detachment should reach 500; that each group should remain five months, receiving four months of academic training in English, mathematics, physics, geography, and U. S. history, along with basic military instruction, and a final month of flight training. Each successful student would, on completion of the course, receive a certificate of recommendation to Pre-Flight School of the Army Air Force.

The program turned out to be on paper only. In practice its realization was never achieved. Only one of more than twenty groups that started the program received the full five months of training. The other groups were deactivated within one to three months, according to the service needs for men. One of the most discouraging, yet apparently necessary decisions, was the sudden transfer of these student trainees out of the air arm altogether and the hasty placing of them in infantry regiments.

The irregularity of the program justified the decision of the college authorities when the original contract was signed with the Government in January, 1943. That decision was that the enlisted men sent to the campus for training under the program would not be enrolled as students of Colby College, because the college had no voice in their admission and no opportunity even to suggest academic standards of selection. The Twenty-first College Training Detachment of the Army Air Force, activated at Colby College on February 27, 1943, was therefore, for all purposes, a separate institution utilizing the college facilities.

The college officer in general charge of the contract was the Treasurer, A. Galen Eustis. Ernest C. Marriner was relieved of part of his duties as Dean of Men and was made Academic Dean of the Detachment. It became the Dean's duty to select a faculty, only a few of whom could be obtained by transfer from the regular staff. For instance, the College had only two teachers in physics. The Army program demanded a physics staff of eighteen. Somehow they were obtained, although a number of them had little training in the subject. Among the recruited physics teachers, however, was one with an American doctorate and another with his doctor's degree from one of the oldest European universities. Since the Army demanded weekly report of marks, the mere assembling and recording of records became a formidable task in the office of the Academic Dean. To relieve Marriner of some of his conventional duties, Professor Walter Breckenridge was appointed Assistant Dean of Men.

In order to house the CTD soldiers, it was necessary that Foss Hall be completely vacated, and fortunately the new dormitories for women and the Women's Union had been so nearly completed that women moved into them in September, 1942, and by the mid-year point in February, they could be fully occupied. But Foss Hall was quite insufficient to house all the uniformed men. They spread out into Roberts Hall, Taylor House, and other buildings of the down-town property.

Readers may recall that the winter of 1942-43 saw double daylight saving time. Not only was the summer plan of one hour earlier by the clock continued into the winter, but an additional hour was observed. Therefore, when the CTD began classes at 8 A.M., it was actually only 6 A.M. by standard time.

When those soldier boys first camped in the dead of winter at Colby, they completed one class and part of another every morning, from Monday to Friday, before streaks of daylight appeared in the east over the roofs of the Hollingsworth mill.

Although the assigned troops were not enrolled students in the College, President Bixler was determined that they should be treated as members of "the Colby family." Entertainment was generously provided; many were invited into Waterville homes; and the old DKE House on College Avenue was turned into USO headquarters under the able direction of Professor Herbert "Pop" Newman. In the spring of 1944 the detachment's baseball team won wide acclaim with its undefeated schedule and its pitcher, who seemed headed for the big leagues. When the war was over many of the more than 2000 men who were attached to this Colby program recalled their experience on the campus as the happiest of their entire wartime days.

Relations between the academic officers and teachers and the military personnel were most cordial, as were the relations of both with the flight instructors at the Waterville Airport, which was soon renamed for Captain Robert Lafleur, a Colby graduate killed on an air mission over the Mediterranean. The Commanding Officer of the detachment was happily chosen. A banker in civilian life, Captain E. T. Patterson understood the nature of a liberal arts college. Though a good disciplinarian, he was not a military martinet, and he was assisted by a group of subordinate officers who were also college men, while the non-commissioned officers of his staff were men of experience in regulations and routine.

In February, 1944, when the CTD had been at Colby only a year, the Government decided to discontinue the program in all the colleges where it had been inaugurated. By June, 1944, about a year before the German surrender, the last of the uniformed men left the Colby campus. The program had been too short for complete appraisal, but a few accurate conclusions can safely be drawn. First, it was never a satisfactory academic program. The men were not carefully selected. In the first unit to arrive was a man who had attended high school only one year alongside another who held a bachelor's degree from Oxford University in England. It took several weeks for the Academic Dean to convince the military authorities that such men should not take the same academic subjects. Secondly, individual men and whole units were withdrawn at what seemed to be the mere whim of armchair officers in the higher echelons at Maxwell Field, Alabama, or in Washington. Thirdly, there was no adequate orientation program to convince those cynical young men of the value of academic subjects for trainees on their way to probable death in the "Battle of Britain."

The program actually proved more valuable from the viewpoint of the Army than from that of the College. Army inspectors called the Colby detachment "the best such unit in the country." Later the men themselves were high in their praise of the instruction, especially in physics and mathematics, and many of them attributed their later success as pilots or navigators to the basic instruction they received in a few short weeks at Colby.

As soon as the college authorities learned that the CTD program would close in the early summer of 1944, they turned their attention to the possible use by the Government of facilities on Mayflower Hill. The Navy appeared to be interested, and the Trustees authorized a special committee, of which William S. Newell, President of the Bath Ironworks, was a prominent member, to nego-



tiate with the Navy concerning the proposal to complete and utilize the Mayflower Hill plant as a Naval hospital with a thousand beds.

Fortunately the proposal was not adopted. Had such a hospital been developed on Mayflower Hill, the plan for normal, civilian use of the new site might have been delayed by many years. Although no one could foresee in the spring of 1944 that in another year the war would be ended, that eventuality made possible early resumption of the College's own building program and the gradual removal of all college activities to the Hill. A big Naval hospital would have made that early resumption impossible.

Surprisingly the first president of Colby got into World War II. On October 31, 1943, there was launched at South Portland, with appropriate ceremonies attended by President Bixler and other college officials, the Liberty Ship Jeremiah Chaplin. Faculty and alumni presented a collection of books for the ship's library. It was a fitting observance of the 125th anniversary of the starting of classes by Jeremiah Chaplin in 1818.

No sooner had Colby students left the campus for military service than they began to clamor for academic credit because of war experience. The issue had to be faced by every American college, and at first, rather chaotically, each college acted alone; but early in 1942 a National Conference of College and University Presidents adopted a resolution to which Colby and most other colleges subscribed.

Credit shall be awarded only to individuals who, upon completion of military service, shall apply to the institution for credit and who shall meet such tests as the institution may prescribe.

By May in 1943 the colleges were generally opposed to blanket credit for "simply being in the service." Therefore the Colby faculty then voted:

The Faculty of Colby College records its approval of the objectives of the U.S. Armed Forces Institute for continuing education in the armed services, and agrees to give consideration to the educational records of service men as tested and described in each individual case by the Institute, reserving the right to evaluate credit for such records towards the Colby degree according to the practice and standards of Colby College. This faculty disapproves the granting of so-called blanket credit to men in the armed services without regard to actual educational achievement.

That decision regularized and standardized the granting of war credit. A national commission on credit for military experience and education in the services was set up, and that commission, in cooperation with USAFI, published periodically comprehensive lists of suggested credits, both at high school and college level. It was the practice at Colby to follow almost completely those national suggestions.

The Committee on Standing, though inclined to apply the USAFI regulations rather strictly, did grant a number of exceptions. Among the most interesting was the case of a ministerial student who had met all graduation requirements except passing the Reading Knowledge Examination in a foreign language. The man had tried that examination twice, and had failed it both times. He was, in the spring of 1944, the pastor of a church in York County and he wanted to

become a chaplain in the Navy. The Commission of Army and Navy Chaplains in Washington had notified the College that they could not appoint as chaplain a man who did not hold a college degree, and they asked Colby to consider the early granting of the degree to this otherwise worthy applicant for a chaplaincy. The faculty voted to recommend to the Trustees the granting of this man's degree, waiving the Reading Knowledge requirement. That there were plenty of die-hards for rigid academic requirements even in war time is shown by the fact that the faculty vote was by no means unanimous. While eighteen members voted to waive the requirement, eleven stalwarts voted No.

The foreign language requirement continued to be a bone of contention until in the fall of 1944 the faculty voted that, at the discretion of the Committee on Standing, the requirement could be waived in the case of any former Colby student returning to the College after honorable discharge from military service, provided such student could otherwise complete his degree requirements in one additional term of residence.

By February, 1945, the College had acted upon 64 war credit cases, and had allowed credit for such programs as the Army Air Force CTD and Flight Schools, for Weather Forecasters' School, for various Officers Candidate Schools, for the Physical Training Instructors' Course, for the Navy V-12 Program, for Midshipmen's School, for Naval Supply and Storekeeper's Schools, and more than a dozen other kinds of service training.

One of the most important effects of World War II on the College was the enrollment of numerous veterans as a result of the so-called "G. I. Bill of Rights," the several public laws passed by the Congress to enable veterans to secure education and training after discharge from service. The soldiers of World War I had enjoyed no such privilege, and economic conditions in the early 1920's had hit some of them very hard. Too many of those men who had started college before 1917 failed to return after the war. But after the close of the war in 1945 the situation was vastly different. Men who wished to return to college and those who wished to begin a college course could now do so with liberal financial assistance from the Government.

A tiny trickle of veterans enrolled in September, 1945, but it was February of 1946 before as many as fifty registered at Colby. The faculty were at once happily surprised. Instead of being cynical and supercritical, ready to take any short cut to a degree, these men who had faced death in combat were extremely serious and determined to get the highest values from a college experience. It is true that they were irked by the conventional social restrictions and that, especially at first, they were impatient with abstractions and intent upon immediate, practical returns. But as time went on their profound seriousness and determination affected favorably the whole campus scene.

In June, 1946, the faculty voted that, for any veteran who on return to college could otherwise complete all graduation requirements in a single semester, the foreign language requirement should be waived; and that those who could complete the degree requirements in one full year need take only the first year of a foreign language in college.

By 1956 more than 1200 veterans of World War II and the Korean War had enrolled at Colby under one or another of the Congressional acts granting educational assistance to veterans. Among them the attrition was much less than it had been before the war among civilian students. A surprising proportion of the service men carried through to graduation, and some of the achievements were amazing. One boy had done so poorly before entering service that,



although originally attending for two and a half years, he could be given only a year and a half of credit when the Committee on Standing reluctantly permitted him to return as a veteran. He completed his degree requirements in two years, with almost a straight "A" record. More than twenty boys who had been dropped from college before the war for failure to meet academic standards were given a second chance when they reapplied as veterans. There was not a single repeated failure in the entire group.

The greatest problem faced by the College because of the predominant pressure of veterans was social rather than academic. In scholarship they were an inspiration to the eighteen-year-olds who came fresh from high school. But those teenagers were all too prone to imitate the social habits acquired by the older fellows under the stress of military service. The two groups were as oil and water in the difficulty of their mixing. Only when the younger group became again predominant, did campus life become normal.

In spite of the difficulties, Colby came through the war without serious harm. To be sure, completion of the new campus was delayed, male enrollment suffered, classroom work was sometimes disrupted; but when the fighting was over, the College proved itself ready and capable to enter upon the greatest period of achievement and national acclaim in its long history.

## CHAPTER XXXIX

### *Fitting Colby To Its New Clothes*

**J**ULIUS SEELYE BIXLER was not the first of Colby's scholarly presidents. Both Albion Woodbury Small and Nathaniel Butler, Jr., won national fame as scholars, and long before the twentieth century James Tift Champlin had gained recognition as a translator and writer of scholarly papers in the field of Greek and Roman classics. But Bixler was the first Colby president to have achieved scholarly fame before he entered the presidential office. Confidently trustees, faculty and alumni looked to him to make Colby a college academically worthy of its splendid new campus. Their hopes were not in vain. Under Seelye Bixler the college was made to fit its new suit of clothes.

Born in 1894, the son of the Reverend James Wilson Bixler, prominent Congregational clergyman of New Hampshire and a member of both branches of that state's legislature, Julius Seelye Bixler was graduated from Amherst College in 1916, then spent a year as instructor at the American College in Madura, India. In 1917 he was studying at Union Theological Seminary when he felt the call to enter his country's military service. After discharge he became a graduate student at Amherst, at the same time serving as Director of Religious Activities at his alma mater. He received the Master of Arts degree from Amherst in 1920. During the next two years he was lecturer at the American University in Beirut, Syria. Matriculating for his doctorate in the field of philosophy at Yale, he received his Ph.D. degree in 1924, and at once joined the faculty of Smith College, where he remained for nine years and was rapidly promoted to a full professorship in religion and biblical literature. During sabbatical leave in 1928-29 he studied at the University of Freiburg, Germany. In 1933 he joined the faculty of the Harvard Divinity School as Bussey Professor of Theology. During a leave of absence in 1938 he conducted research at the University of Zurich, Switzerland. Amherst College conferred upon him the degree of Doctor of Divinity in 1939.

When he came to Colby, Dr. Bixler was already widely known as the author of important books and articles on philosophy and religion. Enthusiastic reviews had greeted his books *Religion in the Philosophy of William James*, *Immortality and the Present Mood*, and *Religion for Free Minds*. He had been a contributor to the opening number of *The American Scholar*, quarterly publication of the Phi Beta Kappa Society; a co-editor of *The Nature of Religious Experience*; and a contributor of important chapters in such books as *Religious Realism*, *The Church Through Half a Century*, and the volume on Whitehead in the *Library of Living Philosophers*.

Throughout his eighteen years as President of Colby College, Dr. Bixler continued his scholarly pursuits both as writer and lecturer. Books and articles



came steadily from his pen, and he was in demand as lecturer for some of the most famous endowed university programs. Twice he was named as one of the highly selected leaders to conduct the Seminar in American Studies at Salzburg, Austria. By his own illustrious example Seelye Bixler set an unprecedented mark of creative scholarship upon a small Maine college.

The hectic days when classes were held on both the old and the new campus are now like a remembered nightmare although, as the fictional Hyman Kaplan would have expressed it, the "daymare" was bad enough. Alumni recollections of the "Blue Beetle" are not entirely pleasant, for that college-owned bus was frequently breaking down or freezing up. Happy was the day when the College decided to go out of the transportation business and negotiated a contract with a local company for that service. At the height of the service, when the same students had to be moved back and forth between the two campuses several times a day, the buses made as many as sixteen round trips. As long as any college work continued on the old campus or any students still resided there, the bus service had to be operated. From its beginning in 1942, that service was uninterrupted for ten years. Not until the erection of the Life Sciences Building in 1952 and the opening of Foss and Woodman Halls was the old campus abandoned and the bus service stopped. That facility had been a costly necessity, draining the college treasury of an average of \$15,000 a year for a total of \$150,000.

In September, 1945, the College returned to its normal pre-war calendar, opening on September 22. Enrollment increased rapidly, to 895 in 1946, and to 1084 in 1947. By 1956 the number had reached 1132.

As the years went by, the proportion of Maine students continued to decrease, in spite of preference, especially in respect to scholarship aid, given to students from within the state. All the private colleges of Maine were losing native boys and girls to the state university, where expenses were much lower. In 1956, Colby had 370 students from Massachusetts and only 231 from Maine. From New York came 137 boys and girls; from Connecticut 144; from New Jersey 85. Altogether the Colby students in that year came from 26 states, the District of Columbia, Hawaii, the Virgin Islands, and six foreign countries. The total enrollment of 1132 was composed of 657 men and 475 women.

In the *Alumnus* President Bixler, in 1957, gave his opinion of the enrollment situation:

We will never knowingly expand to a point where we lose the obvious advantage of the kind of community life where teachers know their students and students know each other. We will not expand if it means lowering our standards of admission. But there are three strong reasons for considering a gradual increase in size. First, Colby must assume its share of responsibility for the increasing numbers who seek a college education. Secondly, the addition of two or three hundred students would enable us to administer the college more economically. Thirdly, an expansion would give us more diversified offerings in the curriculum and would provide more student leaders for our various activities. If we should increase eventually to 1500 students, I do not think the size would be unmanageable. A co-educational college of 1500 can retain more of the advantages of a small college than one that is not co-educational. The units into which the community is broken up give the total life of the campus a different character. Let me emphasize that we cannot even begin to expand now. We are practically bursting at the seams. Expansion will not begin until we have the

buildings to be provided by the Fulfillment Program, and then it will be gradual and carefully controlled.<sup>1</sup>

Not in the twentieth century had any president of Colby College behaved as if the institution were an ivory tower, but when Seelye Bixler became president, almost every college of liberal arts was accused of being a smug community isolated from life's realities. It was the era of the "egg heads," the "arm-chair idealists," the "dreamers who dream because they can't do things." A low premium was placed upon thought and contemplation. When Colby College elected a religious philosopher as its chief executive, it was easy for the public to think that not only ivory, but solid bone ivory had encased the College. But President Bixler at once revealed that his warm, friendly, humane qualities would never permit him to be a recluse scholar. In November, 1942, he stated his position publicly.

The 'Ivory Tower' idea of a college has been dealt a death blow. People see that the basic purpose of any college is to serve the needs of society. A college no longer has the right to serve a leisure class or to offer merely a cultural veneer or to deal only with the gracious amenities of life. Culture is as important as ever, and training in graciousness and the beauty of living will never cease to have a legitimate claim. Yet these are not primary aims, but rather by-products of the college man's task, which is that of rigorous discipline in thinking through the social problem. I am still old-fashioned enough to believe that boys and girls can be taught to think straight and be enabled to face the terrifically complex issues of our modern society with confidence that its problems can be solved.<sup>2</sup>

Although Dr. Bixler had taught at one of the largest colleges for women and at a large complex university, he recognized the worth of the small college. A full year before his inauguration as Colby's president, he had written:

I have always been impressed by the fact that the community life of a small college of liberal arts offers a chance for the development of social and intellectual attitudes which is not matched in any other form of educational enterprise. In a day of drastic social change, it seems to me that democracy needs these attitudes as never before. The small college cannot compete with the university in all respects, but it can respond more easily to new conditions without losing its basic loyalties. With its record of solid achievement and its courageous plans for the future, Colby is making a notable contribution to Maine and to the country as a whole.<sup>3</sup>

It was President's Bixler's conviction that Colby should give attention to the national trend toward courses in general education, prompted by the famous study at Harvard and the resulting program at that university. When Ernest Mariner became Dean of the Faculty in 1947, he had already been teaching for several years a general education course for freshmen, "Man and His World," and he eagerly joined the President in a campaign for more such interdepartmental courses at Colby. That campaign was only partially successful.

The course "Man and His World" became "Great Thinkers in the Western Tradition," a freshman course, but still elective, taught jointly by several departments in the Division of Social Sciences. Outstanding was "Creative Thinking,"



a course for a group of selected seniors. It worked so well that a similar course, equally selective, was introduced for freshmen. "Ethical Issues," a junior-senior course introduced into the Department of Philosophy and Religion, enlisted help from other departments. But other attempts to implement general education were not successful. Experimental courses in the sciences were soon given up. For two years an instructor, added to the faculty for the purpose, taught a general course in humanities, but it failed to win the approval and cooperation of the conventional departments in that division.

By 1960, although further experimentation with interdepartmental courses was open-mindedly accepted, the official position of the Colby faculty had become clear. A majority felt strongly that general education, in the sense of introducing the student to wide areas of knowledge, is best attained by a system of "distribution," whereby the student gets more than superficial information about a single subject within an area, rather than covers a survey of the whole area or selects samples from many subjects within it. The Colby way of facing general education continued to be the requirement of taking departmental courses in the three long established areas of knowledge: humanities, sciences, and social sciences.

The foreign language requirement received particular attention during the years immediately following the war. The requirement had previously been restricted to the modern languages, thus putting Greek and Latin in the unenviable position of not being recognized to meet the regulations. That discrimination ceased in 1945, when it was voted that "before a student becomes a candidate for a degree, he must show that he has a basic reading knowledge of one of the two classical languages or of one of the modern foreign languages taught at Colby." The requirement could be met by examination or by successful completion of a course above the elementary level (first year college course). There was also introduced an intensive course both in German and in Spanish, covering the work of the customary first two years in one year.

Caught up in the wave of enthusiasm for unique programs in the colleges, the Colby faculty for a time considered the possibility of a Colby Plan. Professor Paul Fullam went to Chicago to investigate the novel experiments of President Hutchins. Professor Norman Palmer studied the unique program at St. Johns. Committees took long looks at the changes taking place at Harvard, Yale and Princeton. The Colby faculty finally concluded not to institute a radical Colby plan, but to meet changing conditions by adapting new courses and new methods to the traditional liberal arts curriculum, based on the three divisions of humanities, sciences, and social sciences.

Among the new features adopted were year courses, the "C" rule, and a change in the marking system. In 1941 the faculty authorized the introduction of year-courses, requiring that such courses must be completed for a full year to return any credit. In 1947 the graduation requirement was changed from a certain number of semester hours to twenty year-courses or their equivalent in semester courses, and every course was considered equal to every other regardless of the number of classroom or laboratory hours. When the faculty first demanded that a student must have a mark of at least "C" in the courses of his major subject or be excluded from that major, they set up an escape hatch called a "Dean's Major," in which a student could be enrolled while trying to win restoration into his former major or acceptance into a new one. In 1946, on the insistence of the Dean of Men, who believed that the escape clause lowered Colby standards, the faculty voted that "any student who is dropped from a major

and fails to secure acceptance into another is not permitted to continue in college."

In the fall of 1941 the faculty was stirred by proposals for a new marking system. Even the Japanese bombs at Pearl Harbor did not still the discussion. A faculty committee proposed to substitute the following system in place of the time honored A to F range: H, passed with honors; M, passed with merit; S, passed satisfactorily; P, barely passed; F, failed. At the meeting in January, 1942, a motion was made and seconded to adopt the proposal. Then the motion was withdrawn. What followed is revealed in the caustic minutes of that meeting recorded by the faculty secretary, Elmer C. Warren:

After further lengthy and somewhat humorous discussion, it was voted to abolish our present system of numerical marks. This action distinguished Colby as a college with no marking system. After a generous amount of bantering, it was moved and seconded that the letters ABCD be substituted for HMSP in the proposal, and we were right back where we had started.

The faculty finally voted to continue the old numerical system of 1 to 100, with marks reported to students, as formerly, by letters from A to F. In 1958 it was voted to do away with numerical marks, each instructor reporting to the Recorder's office by letters from A to F, supplemented by plus and minus symbols.

One of President Bixler's outstanding contributions to the Colby curriculum was his emphasis on art and music. The latter had held a modest place since the first decade of the twentieth century, when Mrs. Clarence White's name appeared in the catalogue as teacher of pianoforte. But until President Bixler brought Dr. Ermanno Comparetti to the staff in 1942, neither instrumental nor vocal music was taught by a full-time member of the faculty. In fact, vocal music remained under the part-time instruction of Mr. John W. Thomas until 1952 when Peter Re became a member of the department in charge of vocal work.

In 1943 Dr. Comparetti started the Colby-Community Symphony Orchestra, including students, faculty and townspeople. A generous trustee gave \$5,000 a year for three years, to stimulate the whole musical program. Prominent musicians in America and from abroad were brought to the campus for concerts and recitals. The *Boston Globe* devoted a full page of the Sunday rotogravure section to pictures of the Colby-Community Orchestra, calling attention to it as a joint effort of town and gown.<sup>4</sup> Friends raised more than a thousand dollars for the orchestra's support. Academic credit was given for work done in orchestra, glee club, and band.

The vocal units, already well trained under Mr. Thomas, developed rapidly under Professor Re. The choir and the glee club became famous for their public programs, especially those given in Carnegie Hall, New York, or over the radio on the Monsanto program. Two smaller units, the Colby Eight and the Colbyettes, male and female groups respectively, were much in demand by public organizations as well as at college functions. The Eight filled repeated engagements at a Bermuda hotel.

Although it had long been the intention to expand the program into individual instrumental instruction by full-time members of the staff, as soon as facilities should be available, the opening of the magnificent Bixler Art and Music Center in 1959 did not mean that Colby was starting a separate school of music. It has always been, and in 1959 still was, the intention to keep Colby distinctly a college of liberal arts and to require every student who majored in music not



only to take courses in musical theory and music history, but also to fulfill the same distribution requirements in humanities, sciences, and social sciences as were demanded of every other Colby student.

Campus interest in music was greatly stimulated by the Waterville Cooperative Concert series, an annual series of concerts under the direction of a member of the Modern Language Department, Professor Everett F. Strong, for many years the organist at the Waterville Congregational Church.

Since the time when Laban Warren introduced a single term course in the History of Classical Art in the 1880's, Colby had included such a course in its curriculum until the retirement of Professor Clarence White in 1934. Then for nearly a decade the College had no courses at all in art. President Bixler at once remedied that situation by his appointment of Professor Samuel Green in fine arts. Professor Green's courses at once became popular. He brought to the College many distinguished exhibits from the Metropolitan, the Museum of Modern Art, and the Boston Art Museum, as well as the works of such individual artists as John Marin, Andrew Wyeth, Waldo Pierce, and Colby's alumnus Charles Hovey Pepper. Green became especially interested in the indigenous art and architecture of Maine. He mounted a notable exhibit of early Maine architecture, and supplemented it with ships' figureheads, weather vanes, and interesting "primitives."

When Professor Green left Colby for a more alluring position, he was, after a brief interval, succeeded by James Carpenter, who in quiet but effective manner expanded the art curriculum, continued the exhibits, and worked in hearty cooperation with Dr. Comparetti on the unique plans for the Art and Music Building.

From Maine's well-known Pulsifer family President Bixler secured the loan of a notable collection of paintings by Winslow Homer, which were hung in the lounge at Roberts Union until the opening of the exhibit rooms in the new building. As the years of the Bixler administration went by, item after item was added to the art collection, including one of the nation's best and most extensive collections of American "primitives." Called the American Heritage Collection, it was presented to the College by Mr. and Mrs. Ellerton Jetté. It consists of nearly a hundred primitive paintings of the period from 1800 to 1860. Most of the artists still remain anonymous. Among them were painters of signs, houses, and carriages, and itinerant limners. Largely untutored and technically unskilled, the American primitive painter worked in complete freedom, unfettered by tradition or schools. The product is essentially and typically American, and the Jetté collection has done much to give Colby distinction in the assembling of a permanent, distinguished museum.

As the Colby program in art captured popular attention and won the approval of contemporary artists, it won the interest of Willard W. Cummings, founder of the Skowhegan School of Art, a summer program of national renown. In 1959 Mr. Cummings completed a portrait of President Bixler, which hangs in the main lobby of the Art and Music Center. Mrs. Ellerton Jetté and Mr. Cummings organized a group called The Friends of Art at Colby. That group secured gifts of paintings and other works to add to the College's already considerable holdings, for the Inaugural Exhibition at the opening of the new building, on October 17, 1959. Said Mrs. Jetté: "We have many plans for the future: to continue to improve and enlarge our permanent collection; to obtain the best possible traveling and loan collections; to attract to Colby top speakers. The list is endless. We plan to start immediately a permanent endowment fund with yearly or life memberships, so that we shall have the resources to reach these goals."

Not so successful as art and music was the attempt to introduce a Collegiate School of Nursing. At their meeting in November, 1942, on the urging of Dr. Frederick T. Hill, the Trustees voted to start such a school in the fall of 1943. President Bixler made it clear that the nursing program was not a step toward turning Colby into a school of vocational training. He said:

Obviously Colby cannot establish a set of graduate schools of university type. Just as clearly it will not forsake its liberal arts ideal to become a junior college with emphasis on vocational instruction. Colby's aim, now as always, is to give a liberal arts education. But we believe education is not made liberal simply by removing it from those areas where the practical work of the world is done. We believe that, in certain special fields, where we have the equipment and can handle the practical details involved, we can provide a type of training that will be liberal in the best sense and yet will prepare directly for professional work. As a matter of fact we have done this for many years in the fields of teaching and business administration. We are especially eager to do it in nursing because we believe there is need for high educational standards in that profession.<sup>5</sup>

The nursing course demanded five years of the student's time. It yielded an A.B. degree and a diploma in nursing education, enabling the graduate to take a position at executive or teaching level in the profession. The first two and one-half years were spent at Colby, then two years were devoted to clinical study in hospitals, and the final semester was spent back at the College so that the students could bring together the diverse threads of their training and complete it within the Colby community.

Along with the course in nursing, there was introduced a course in Medical Technology. A student could complete it in four calendar years, three at Colby and one of special instruction at the Central Maine General Hospital in Lewiston and the Pratt Diagnostic Clinic in Boston.

It was not the fault of Dr. Hill and other persons in the medical and nursing professions that the program did not succeed. Dr. Hill devoted much time and energy to its problems, as did Dr. Raymond Sloan and Miss Pearl Fisher. In October, 1943, Dr. Hill was able to report to his fellow trustees that 17 students had initially enrolled in Medical Technology and three in Nursing. Then in the spring of 1944 trouble loomed on the horizon. The U. S. Government started its program of Cadet Nursing Training, and few girls were willing to pay substantial fees for what they considered Uncle Sam would give them free. The fact that the Colby program was different, assuring breadth in liberal arts as well as professional depth, made insufficient appeal. A year later Dr. Hill reported that enrollment in Medical Technology continued to be encouraging, but the numbers in Nursing were decidedly disappointing. The situation dragged on for several years after the war. In 1947 President Bixler told the Trustees he was concerned about the program; only 18 of more than 150 new women students were taking any interest in either course. After 1950, Colby accepted no new students in the program, and continued the courses only long enough to graduate those girls who were already enrolled.

In 1949 President Bixler proposed an innovation that afterwards won wide acclaim. It was called "The Book of the Year." A committee of students and faculty chose one book which the entire Colby community was asked to read, and throughout the year it was brought into classroom discussion as occasion of-



ferred. Beginning with 1949-50, successive Books of the Year were Lecomte du Nouy's *Human Destiny*, Harry Overstreet's *The Mature Mind*, Plays of Bernard Shaw, Norman Cousins' *Who Speaks for Man*, Albert Schweitzer's *Out of My Life and Thought*, David Riesman's *The Lonely Crowd*, *Don Quixote*, Crane Brinton's *The Shaping of the Modern Mind*, Veblen's *The Theory of the Leisure Class*.

In 1953, at President Bixler's urging, there was introduced a program known as Senior Scholars. At first including only four seniors, it was in later years expanded sometimes to as many as eight. The number was intentionally kept small, to insure both careful selection and adequate supervision. Released from either two or three of their conventional courses, the chosen seniors were assigned to individual faculty tutors, who guided them in the completion of a comprehensive paper on a topic chosen in the student's major field.

In 1953 curricular investigations being pressed by President Bixler so attracted the Fund for the Advancement of Education, a subsidiary of the Ford Foundation, that the Fund granted \$12,500 to Colby, to make a self-study of its educational program between February 1954 and June 1955. The Dean of the Faculty, Ernest Marriner, was released from part of his normal duties to direct the study, carried out by a faculty committee whose other members were: Mark Benbow (English), Wilfred Combellack (Mathematics), Richard Gilman (Philosophy), Donaldson Koons (Geology), Frank Lathrop (Business Administration), Gordon Smith (Modern Languages), and Ralph Williams, Assistant to the President. Whenever possible, President Bixler attended the committee meetings and made valuable suggestions.

The committee decided as its central theme for investigation "A Climate Favorable for Learning at Colby College." The study sought to determine the nature, cause and strength of factors which produce a favorable climate and those which hinder it. As the aims of Colby College the committee accepted a statement already enunciated by President Bixler.

1. The education of young men and women by stimulating teaching in the basic fields of knowledge.
2. Inculcating habits of discriminating thinking so as to enable the student to sift truth from propaganda, the sound from the fallacious, the good and beautiful from the cheap and shoddy.
3. Directing students to view events and situations with a sense of perspective grounded upon a long-range understanding of history.
4. Making the campus a laboratory for democratic group living, sending out men and women who will be responsible, intelligent and loyal citizens of their larger communities.
5. Exposing the student to the highest ideals of ethics and religion and encouraging the adoption of those ideals as supplying the personal dynamic for a life of creative and fruitful service.<sup>6</sup>

There ensued a detailed study of the relation to the central theme of such topics as curriculum and methods of teaching; admission and graduation standards, especially as revealed in attrition; reading ability of the students; honesty in academic work; and the prevailing student attitude toward the existing academic standards. The committee found it equally important to study the influence of non-academic activities on the climate of learning. The investigation therefore

included fraternities and sororities, athletics and other extracurricular activities, the AFROTC, and the social life in general. As the study progressed, the committee found that they must not neglect to consider the physical environment, especially its aids or obstacles to study habits; the influence of the career motive in a college of liberal arts, and such intangible influences as Recognition Assembly, the Library Associates, the student publications, the foreign language clubs, and the literary groups. As the committee expressed it, "Every group that 'bats around ideas' contributes to the life of the mind at Colby."

One topic of extensive study had been giving increased concern for many years. What most coeducational colleges recognize as expected superior academic performance from the women had become a serious problem at Colby, because each year since the close of World War II the gap between the two sexes in respect to academic achievement had widened.

Statistics gathered in the study made the discrepancy abundantly clear. In June, 1955, the Committee on Standing had dropped from college 22 men and 5 women, had continued on probation 19 men and 2 women, had placed originally on probation 29 men and 3 women, making a total of 70 men and only 10 women concerning whom severe action was taken. In the annual elections to Phi Beta Kappa, women outnumbered men four to one, although the total number of women in each class was less than two-thirds the number of men. In the Class of 1954, although 26 quality points were sufficient for graduation, no woman had fewer than 30, and only four had fewer than 40; while 11 men had fewer than 30 points. Eighteen women, but only six men, had more than 80 points. For men of the class, the median of quality points was 45; for women it was 60. A study of reading ability emphasized the sex disparity. In every category—vocabulary, speed, comprehension—the women scored better than the men.

The study revealed that admission had much to do with the better performance of women. Among the students who entered as freshmen in 1950, only 12% of the women had stood below the middle of their high school classes, while 28% of the men were in that status. Even more striking was the fact that 79% of the women stood in the upper quarter, while only 38% of the men had that distinction. The women scored higher than the men on the Scholastic Aptitude Test, not merely in verbal score but also in mathematical, and they showed overwhelming superiority in foreign languages.

The committee concluded that the solution did not lie in leveling down the quality of the women students, but rather in upgrading the quality of the men. "Somehow," the report said, "a larger number of better qualified men must be induced to seek admission into Colby. A liberal arts college is an institution where intellectual performance is a measure of the college's distinct contribution to the nation's culture. Such a college is rightly concerned not alone for the performance of superior students, but also for the general level of student achievement. However inevitable may be a disparity between the sexes in this respect, Colby should be determined that every reasonable effort shall constantly be made to narrow the gap of that disparity."

In its final report the committee made thirty-four recommendations: seven concerned with curriculum and instruction, eight with admission and graduation requirements, one with reading ability, two with physical education and athletics, one with AFROTC, nine with the physical environment, three with the superior student, and five with intangible influences.

Among the recommendations eventually adopted by the faculty were a program of remedial reading; revision of the Air Science program, including a change



from required to voluntary courses; elimination of the Division of General Studies, and substantial changes in the requirements for graduation. Although it brought no sweeping alterations, it did stimulate both faculty study and student interest in curriculum problems, and it led to further study by a committee under Dean Strider, culminating in the adoption of a unique program to become effective in the fall of 1961. Under that program the month of January would be devoted to independent study, and those "lost weekends" between Christmas and mid-year examinations would be eliminated, because the examinations would be held before the holidays. Continued attention to problems raised by the Self-Study was assured by the appointment of a standing faculty committee on Educational Policy.

Three steps affecting the curriculum were taken early in the 1950's. A co-operative plan was worked out with the Carnegie Institute of Technology, whereby a student after completing three years at Colby and two subsequent years at Carnegie could obtain both the Colby A.B. degree and the Carnegie M.S. in Engineering. Later the Massachusetts Institute of Technology included Colby in a similar cooperative plan. In 1952 the Graduate School of Education at Harvard invited Colby to be one of twenty-seven colleges selected to inaugurate a co-operative program in teacher training. Under that plan, from three to six Colby seniors have been accepted annually into a Harvard graduate course culminating in the degree of Master of Arts in Teaching. During the year at Harvard, the student devotes one semester to work in the Graduate School of Education and the other semester to work in the Graduate School of Arts and Sciences.

Significant as were these innovations in engineering and teacher training, of even greater influence on the Colby curriculum was the introduction of a unit of the Air Force Reserve Officers Training School in 1951. Soon after the Air Force was made a separate arm of the service, it sought to institute a program for training prospective officers in the colleges, similar to the college training programs of the Army and the Navy. The result was the AFROTC, with units originally activated in 65 American colleges, one of which was Colby.

The members of the faculty were by no means unanimous in welcoming a military unit to the campus in peacetime. The Korean War had not started when Colby was asked to decide whether it would accept the Air Force unit, and 19 members of the faculty registered their opposition to "military intrusion into the curriculum." On the other hand, 18 expressed themselves as strongly in favor of the unit, seven were mildly favorable, four were indifferent, and ten did not vote.

The voice of the student body was overwhelmingly for acceptance of the unit. Ninety percent of the male students voted for the plan on an emergency basis, and seventy percent wanted to place it on a permanent basis. A majority of the girls also favored the plan.

As soon as President Bixler and the Executive Committee of the Trustees decided that Colby should make formal application for an Air Force unit, the question arose whether enrollment of Colby men in it should be required or voluntary. On urgent advice of visiting inspectors, especially from two men who were themselves graduates of colleges of liberal arts, it was decided to make enrollment compulsory for all freshmen and sophomores who could meet the physical requirements. Soon learning that the AFROTC in many other New England colleges was on a voluntary basis, the Colby authorities regretted their decision and determined to make the local unit also voluntary as early as possible. Eight years elapsed before that could be done, but at last in the fall of 1959 the entering class of men was given the option to take or omit the courses in Air Science.

On October 4, 1951, the faculty voted by a large majority to grant full credit for all Air Science courses.

The program consisted of two years of basic instruction, followed by two years of advanced work. On completion of the advanced course, graduates were commissioned officers of the Air Force. As time went on, improvements were made in the courses, always with a view to increasing their academic content or bringing them more in line with the usual liberal arts subjects. In making these changes the College found the Air Force fully cooperative. A distinct contribution was made by Colby to the national program of AFROTC when President Bixler proposed a plan by which nearly all the military instruction of the basic course was placed in the first year, and, except for the weekly drill, the entire second year was devoted to a course in Logic and Moral Philosophy. The high command of the Air Force agreed that their future officers could well profit by systematic instruction in the forms and principles of valid reasoning, as well as in the application of ethical principles to questions of political obligation and social value.

Intellectual life of the campus received stimulus from many lecturers and consultants whom President Bixler brought to the College. Early in his administration Dr. and Mrs. George G. Averill established the Averill Lecture Series; Mr. Guy Gabrielson of the Board of Trustees set up the Gabrielson Lectures on Government and Politics; and Robert Ingraham, 1951, inaugurated the Ingraham Lectures on Philosophy and Religion. Most of the lecturers spent several days on the campus, holding conferences with students and informally speaking at classes, as well as delivering formal addresses.

A climate favorable for learning was further enhanced by President Bixler's innovation of scheduling a prominent academic convocation at least once in every student generation of four years. The first such event was held in the spring of 1953 under the title, "The Liberal Arts in Illiberal Times." The distinguished participants were on the campus from April 14 through 17, carrying on panel discussions and meeting groups of students. The major addresses were "The College Graduate Looks at Life," by Guy Gabrielson, former Chairman of the Republican National Committee; "Religion in Our Secular Society," by Theodore Greene, Professor of Philosophy at Yale; "The College as Trustee of the Free Market in Ideas," by Everett N. Case, President of Colgate University; "And Gladly Teach," by Marjorie Nicholson, Professor of English at Columbia University; "Science in the Liberal Arts," by Detlev Bronk, President of Johns Hopkins University; and "The Whole Man Requires a Whole Education," by Norman Cousins, editor of the *Saturday Review*.

So enthusiastic was the student response to the first convocation and so richly was the intellectual atmosphere stimulated that both students and faculty were eager to repeat the experience in 1956. The topic was then "The Rediscovery of the Individual," to which President Bixler applied Emerson's slogan, "Nothing is at last sacred but the integrity of your own mind." The five day session began on Sunday evening, April 8, with a nation-wide radio broadcast on "America's Town Meeting of the Air." The moderator was Shepard L. Whitman, Director of Residential Seminars on World Affairs. Under his direction President Bixler, Dean Ernest Marriner and Chaplain Clifford Osborne discussed the question, Have mass pressures invaded the campus? Convocation addresses during the following days were given by distinguished American scholars.

In 1959 the third convocation considered "The Liberating Role of the Humanities and the Social Sciences." This convocation was timed to coincide with



the opening of the Lovejoy Building, dedicated to the humanities and the social sciences.

Although Colby had become widely known as "the little college that is going to move," not until well into the Bixler administration did it get truly national publicity. Then an article in the *Saturday Evening Post* told its many readers about the little college in Central Maine. In the summer of 1950 the producers of the motion picture series, *The March of Time*, chose Colby for the filming of Vannevar Bush's forceful book, *Modern Arms and Free Men*. For four weeks, cameras and microphones prodded into campus corners, stores and barber shops, to recruit students, faculty and townspeople for roles in the picture. More than 30,000 feet of film were recorded, of which 6,000 were used. The story began with a group of students discussing atomic bombs and pondering the advisability of continuing in college. They met with President Bixler, who agreed to invite Dr. Bush to Mayflower Hill to conduct a seminar on the critical subject. After showing meetings at the College, interspersed with shots of interviews in the town, the film ended with an optimistic statement by Dr. Bush.

President Bixler strengthened the faculty by several significant appointments, notably of distinguished scholars to head the departments of biology, chemistry, physics, psychology, and history. He led a successful campaign for increases in faculty salaries, and he showed active interest in the teachers' human as well as scholarly welfare. When the Tuition Exchange Plan for the college education of faculty children was organized, Colby had been a charter member. Within five or six years the plan proved unworkable, because the children wanted to attend so few colleges that those few could take only a small percentage of the faculty children applicants, while other colleges to which they did not care to apply, had plenty of room. Colby was one of the first colleges that was obliged to refuse many desirable applicants eligible under the plan, because the faculty children of other colleges who wanted to enroll at Colby exceeded by more than ten to one the number of Colby children who wanted to go elsewhere, and the plan demanded a one to one exchange. The result was that in 1959 Colby withdrew from the Tuition Exchange Plan, and on recommendation of President Bixler the Colby Trustees agreed to pay the tuition of the child of any Colby faculty member in any college where the child was accepted, up to an amount not exceeding the tuition fee at Colby. For many years preceding that generous decision, Colby faculty children had been entitled to attend Colby with complete remission of the tuition fee, and that privilege was of course extended. Beginning in 1959, any faculty child could attend either Colby or any other accredited college on a stipend that would meet full tuition up to the cost of Colby tuition itself.

What proved to be one of the most important of the Bixler innovations was Parents Day, first held in 1948. On a Saturday early in the fall, when a home football game was scheduled, the parents of all currently enrolled students were invited to the campus to assemble at a luncheon, attend the game, and receive other courtesies as guests of the College. At the first meeting in 1948, nearly 500 parents attended. Each succeeding year the number rose rapidly until in 1959 it exceeded 1200. The result was the formation of a very active Association of Colby Parents, which not only gave material assistance to the Fulfillment Campaign, but has in other ways been a constant source of support in the progress of the College.

A threatened catastrophe won Colby a lot of attention in 1956 and 1957, when the State Highway Commission announced that the new Interstate Highway would be built through the front of the campus only a few hundred feet east of

the women's quadrangle and even nearer to the President's home. Protests came not only from Colby alumni, but also from hundreds of non-Colby citizens. The presidents of the other three long established colleges of Maine raised influential objections to the Highway Commission's plan. So effective were the protests that the Commission agreed to reroute the highway behind, instead of in front of, the college buildings. Although the new road is not far from the men's dormitories, and although it has taken a small section of college land near the Field House, it does not bisect the campus and it does not interfere with campus expansion in the direction of the city.

A barometer of Colby expansion is the record of its finances during the eighteen years of the Bixler administration. The Mayflower Hill development up to the completion of the first part of the Fulfillment Campaign in 1959 has been told in a previous chapter. But the financial achievements of the 1940's and 1950's went far beyond the erection of the new buildings, though they were the visible sign of progress. In 1942, when Seelye Bixler became President, the endowment stood at slightly less than three million dollars. Ten years later it had reached almost four million, and in 1959 the auditors' report placed it at \$7,600,659 cost, or \$8,542,549 market value. In Bixler's first year total expenditures were \$408,000; in 1958-59 they were \$2,293,000. The total holdings of tangible property had risen from \$1,357,000 in 1942 to \$9,126,000 in 1959.

When Bixler entered the presidency the maximum salary of a full professor was \$4000. With determined persistence he persuaded the Trustees to increase the salary scale several times, so that by 1959 the minimum paid a new instructor was higher than the maximum paid a full professor seventeen years earlier. The first substantial increase came at the end of the war in 1945, when instructors could get as much as \$2500 and full professors \$5000, but those figures were the possible maxima, not the average salaries actually paid. Within a year, through the strong support of Chairman Leonard, President Bixler had secured a vote of the Board to increase those maxima to \$2900 and \$5500 respectively.

In 1947 the Trustees abandoned the policy of uniform and regular salary increments to all faculty members, and substituted a policy of salary adjustments based on merit. At the same time they adopted the following salary scale:

Instructor	\$2400 to \$ 3400
Assistant Professor	3100 to 4100
Associate Professor	3800 to 4800
Professor	4500 to no stated maximum

When that scale was next raised the professor's maximum was set at \$7000, then later at \$8000, and in 1951 at \$10,000. The scale announced in 1951 attracted much favorable attention in the press:

Instructor	\$2800 to \$ 3600
Assistant Professor	3100 to 4300
Associate Professor	3800 to 5200
Professor	5000 to 10,000

After 1951 the scale saw repeated increases until in 1959 the minimum for an instructor was \$4500, while the maximum for a full professor was \$12,000. In 1958-59 the College expended \$586,462 in salaries to the teaching staff and \$60,000 in administrative compensation.



Stimulus was given to salary increases in 1956 when the Ford Foundation granted 26 million dollars to 615 independent colleges of liberal arts, for the purpose of raising faculty salaries. Colby was one of 126 of those colleges to receive an extra amount in the form of an "accomplishment bonus" in recognition of what the corporation had already done for its faculty from its own resources. Colby's share in the Ford grant amounted to \$432,900.

Progress made by Colby College in the hundred years since the middle of the nineteenth century is almost incredible. In 1858-59 the total operating income had been only \$4738. Since expenses ran to \$6410, the deficit had to be met by applying a portion of capital returns to current needs. The total investments were then \$22,772. There was then no such thing as a systematic budget. The Board simply accepted the Treasurer's prediction that in 1859-60 the receipts would be about \$5013, of which \$3200 would come from term bills and \$1700 from interest on investments and land notes. Against the expected income the Treasurer made the gloomy prediction that expenses would amount to \$5800. He listed only two items: salaries \$4800; all other expenses \$1000. A hundred years ago the College thus faced a deficit of about 16% of its expected income. What a difference in 1959! The endowment then exceeded eight million dollars. Annual expenditures had for some time surpassed two million, with no deficits. The College received from tuition more than a million dollars, and the \$1810 of annual investment income a hundred years earlier had risen to \$345,427.

The figures for plant investment show similar contrast. In 1859 the college lot on the bank of the Kennebec, together with its three buildings, was valued at \$68,000. Other land in Waterville was placed at \$4000 and land in Winthrop at \$4500, a total of \$76,500. In 1959 the college property was valued at \$9,126,000.

When the sixth decade of the twentieth century was drawing to a close, it was costing \$268,000 a year for maintenance of buildings and grounds, exclusive of workmen's wages, which added \$181,000. Fuel cost \$37,000 a year, and electric power \$31,000. Telephone service cost \$5400. To operate the dining services at three centers took more than \$400,000. The cost of fuel alone in 1958-59 would have paid all the expenses of the College, including faculty salaries, for five years in the 1850's.

Administrative reorganization began early in the Bixler administration. In 1945 an office of admissions was established and that responsibility was removed from the offices of Dean of Men and Dean of Women. When it was decided to set up the new office of Dean of the Faculty in 1947, the separate admissions office was abolished and responsibility for the enrollment of new students was returned to the offices of the Dean of Men and the Dean of Women. The transition was made easier because George Nickerson, who had been serving as Director of Admissions, succeeded Ernest Marriner as Dean of Men, while Marriner became Dean of the Faculty. Within a few years the work of men's admission had so overburdened Dean Nickerson's office that William Bryan of the Class of 1948 became Nickerson's assistant. When the authorities were at last convinced that the College must have a single admissions office, as had been intended in 1945, Bryan was the logical choice for the position. By 1959 he too had an assistant and an office force of several persons. Meanwhile, as a member of the College Entrance Examination Board, Colby had come to demand both the scholastic aptitude test and achievement tests of every applicant.

Another administrative advance came in 1950 when Galen Eustis was appointed to the new office of Vice-President, charged especially with management of business and financial affairs. His valuable contribution to the successful operation of the College continued until his untimely death in 1959, and the new building to house all administrative offices was appropriately named the Arthur Galen Eustis Administration Building.

Eustis' successor in the office of Vice-President was a young man whom Eustis himself had brought to the Colby staff shortly after the war. A graduate of Colby in 1935, after war service as a naval officer, a master's degree in Business Administration and important business experience, Ralph S. ("Ronnie") Williams had returned to his alma mater as Instructor in Business Administration. He rose through the several ranks to a full professorship and chairmanship of the department. When the burdens of the President's office pointed clearly to the need for an administrative assistant, Williams became the first incumbent of that responsible position. All through the years he had been close to Galen Eustis, the man whose financial acumen, vigilant oversight and devotion to the College had been so largely responsible for the success of the Mayflower Hill venture. When Colby suffered the sudden loss of Eustis by his death in 1959, it was more than good fortune—it was the careful planning of Eustis himself—that made ready as his successor the competent, loyal "Ronnie" Williams.

When Seelye Bixler came to Colby, he announced his firm belief in democratic administration. As a result, faculty members were elected to various administrative committees; student representation participated in such areas as discipline and convocations; and the Trustees provided for the seating of two members of the faculty as observing, non-voting members of the Board.

In 1956 the Trustees decided that the time had come for an objective study of the entire organization of the College, to be conducted by a competent outside body. They employed Booz, Allen and Hamilton, Management Consultants of New York City, to make a Survey of General Administration and Planning at Colby and present suitable recommendations. Their comprehensive report, running to 80 typewritten pages, was made in September, 1957, and it resulted in substantial changes. The survey found that administrative responsibility had not been clearly defined, that the first incumbents of new offices had been obliged largely to feel their way into areas of duty not clarified, and that Colby administration, like Topsy, "just grew."

The survey's most important recommendation concerned the President of the College. Any organization, the surveyors argued, must have one and only one executive head. He may, of course, delegate certain responsibilities, but every other major officer of the College should be responsible to him, and none of them have responsibility directly to the Trustees. There were numerous other recommendations, many of which were implemented in a reorganization authorized by new by-laws adopted by the Trustees in 1958.

The first step in a rather sweeping reorganization concerned membership on the growing Board itself. Since the founding of the College the Trustees had been a self-perpetuating body, accustomed to re-elect members for term after term. Alumni membership had indeed offered opportunity for changes, but in many instances alumni members whose terms expired were elected to regular membership. Pursuant to a recommendation of the survey, the new by-laws provided that "any person who has been a Trustee for twelve or more consecutive years, whether by election by the corporation or the alumni, shall be ineligible to be reelected until one year after he has ceased to be a Trustee." The new



provision was not made in any criticism of persons then serving on the Board. Seldom in its history had Colby enjoyed the devoted service of such a conscientious group of men and women as were its Trustees in 1958. The criticism concerned policy, not persons. It was agreed that a policy of rotation was to be preferred.

The new by-laws provided that the second ranking officer should be the Dean of the Faculty, who in case of absence or disability of the President was empowered to perform the duties of the presidential office. Assisting the President in all academic matters, the Dean of the Faculty was authorized "to direct academic departments in carrying out approved program; to recommend faculty appointments, promotions, salaries and leaves to the President; to direct the program of counseling and guidance; to review and approve class and examination schedules prepared by the Registrar; and report to the President on the progress of the academic program." While he was responsible directly to the President, other officers responsible to the Dean of the Faculty were Librarian, Registrar, Chaplain, Director of Admissions, Director of Placement, Director of Adult Education and Extension, and all divisions and departments of the faculty.

The officer next in importance, under the new provisions, was the Administrative Vice-President, who became responsible for "the supervision of the maintenance of buildings, grounds and facilities; operation of the dining halls, bookstore, supply and administrative services, finance, payroll, purchasing and accounting; and developing and carrying out plans for new construction." He had responsibility to the Committee on Investment for recommendations regarding college funds. Like the Dean of the Faculty, the Administrative Vice-President was responsible to the President, while the other officers responsible to that Vice-President were Treasurer, Director of Food Service, and Superintendent of Buildings and Grounds.

The office of Vice-President for Development was retained. He was, "subject to the direction of the President, responsible for supervision of the public relations and fund-raising programs of the College." To him was responsible the Director of Public Relations, and it was his duty to supervise the coordination of the Alumni Fund with the general fund-raising program.

A noteworthy change in the new statement concerning the Deans of Men and of Women was the complete omission of the time-honored terms "Men's Division" and "Women's Division." They were simply empowered to "have supervision of the student life of the men and women respectively." The Director of the Roberts Union became responsible to the Dean of Men, and the Director of the Runnals Union to the Dean of Women.

In the spring of 1959 the Maine Legislature passed an act amending and restating the charter of the College, in conformity with the proposed changes (See Appendix R.)

In June 1960 the notable administration of Julius Seelye Bixler came to an end. What he had done for the little college up in the northeast corner of the nation was given international publicity in the magazine *Time* on November 23, 1959.

Colby has attracted money because Bixler has given the campus intellectual tone. Along with boosting the curriculum, notably in philosophy and religion, he launched art and music departments. He fostered a course in creative thinking. He stirred the school to provide a 'book of the year'. He got Colby to give TV courses for credit to rural

viewers, made the school a summer center for adult education. [Arousing of] 'intellectual curiosity' would not have been possible if Colby had not risen to the quality in J. Seelye Bixler.

Colby would indeed miss the scholarly leadership and the warm personality of Dr. Bixler. It would miss too the genuine hominess and utter lack of ostentation shown by his wife Mary. Seelye and Mary Bixler were persons whom everyone in Waterville regarded not with aloofness and awe, but with the respect of genuine friendship.

In 1957, when Ernest Marriner retired as Dean of the Faculty, there had been brought to Colby as his successor Dr. Robert E. L. Strider, II, Professor of English at Connecticut College and prominent Elizabethan scholar. In October, 1959, the Trustees elected Dr. Strider to succeed Dr. Bixler in the presidency. With his charming, cultured wife and his four growing children, Robert Strider had won the respect and affection of faculty, students and community. When he took office as Colby's seventeenth president<sup>8</sup> everyone knew that another era of significant achievement lay ahead.





## CHAPTER XL

### *The Distaff Side*

COLBY COLLEGE has never been coeducational *de jure*, although for two decades it has been so *de facto*. Legally the college is organized into two separate units known as the Men's Division and the Women's Division. At Commencement, the Colby diplomas are presented separately to the men and to the women. How does it happen that this college is today coeducational in fact, but not in legality? How have women students fared through the years? Has there ever been equality of the sexes on the Colby campus?

Preceding chapters have made frequent reference to the women, and part of their story has already been told in some detail. The reader has already observed the arrival of women in a college for men, the repeated opposition to their presence, the decision to put them into a separate college, and their final acceptance. We are ready now to learn how and why Colby women became increasingly prominent, so that for the past thirty years there has never been the faintest suggestion that Colby ought to be rid of them.

All honor is due to Mary Low, the first girl to brave the lion's den of a Colby classroom. When she was permitted to enroll in 1871, she was not only the sole woman in the entire college; she had to make her way in competition with several brilliant men, among whom were Leslie Cornish and Henry Hudson, both of whom became justices of the Maine Supreme Court. All through their four college years, Leslie Cornish and Mary Low vied for top honors, and on Commencement day in 1875 it was the woman who delivered the valedictory. As wife of the State Librarian, Mary Low Carver became also an expert in library science, made the first systematic catalogue of the Maine State Library, and was a frequent contributor to library journals. Fortunately this talented woman lived to attend the Centennial in 1920, and in 1921 the observance of the fiftieth anniversary of her own admission as the first Colby woman. On the latter occasion, Mrs. Carver's classmate, Judge Cornish, then chairman of the Colby Trustees, said when he introduced her to the audience: "Fifty years ago a boy and a girl presented themselves for prize entrance examinations at Colby. The girl won first and the boy won second prize. Today the boy who took the second prize takes pleasure in presenting the girl who won first prize."

Until her junior year Mary Low remained the only woman student among more than fifty men. Then, in the fall of 1873, four other girls came as freshmen. Among them was the second woman to receive a Colby diploma, Louise Helen Coburn, a member of Somerset County's most prominent family, that had been connected with the College almost since its founding. Her grandfather, Eleazer



Coburn, had become a trustee in 1836, and her uncle, Abner Coburn, went on the Board in 1845. Next to Gardner Colby, Abner Coburn was the College's most generous benefactor during the nineteenth century. The Coburns were a family devoted to good books, good music, good art, and especially to education. When Louise learned that a girl had been admitted into the College down in Waterville where her uncle was a leading trustee, she determined that she too would seek admission there. Great was her joy when she learned that, unlike Mary Low, she would not be the only female in her class, but would have the company of three other girls.

Like her predecessor, Miss Coburn made an outstanding scholastic record, winning the respect and esteem of her male competitors. As leader of the Colby alumnae she later pressed the campaign for adequate housing of women students, for the Alumnae Building, and for recognition of the women in graduate and corporate affairs. She succeeded in having women admitted to the Board of Trustees and was herself the first member so elected. The writer of many articles and poems, Louise Coburn is perhaps best remembered as the author of one of the finest histories of any Maine town and among the best local histories in the whole nation: *Skowhegan on the Kennebec*.

During the 1870's, after the decision had been made to admit women, a major question was whether women were capable of taking the same academic program pursued by the men. Strangely enough, the social implications of coeducation attracted little attention. The one prevailing issue was whether girls had any place in the pursuit of subjects so long held as the sole province of the male. The answer was not long delayed. So well did the women perform in the conventional liberal arts subjects that they were soon winning all the prizes awarded for academic excellence. In fact, no small part of the agitation that arose later in regard to the retention of women in the College was prompted by the fact that they persistently ran away with the honors.

Colby alumnae have long ago forgotten the first woman officer whose name appeared in the college catalogue. For 14 years after the entrance of Mary Low in 1871 the only catalogue reference to women, other than the female names in the directory of students, was the simple sentence: "The courses of study are open to young women on the same terms as to young men." Then, in the summer of 1885, the Trustees purchased of Hall C. Burleigh, for \$5500, the house on College Avenue just south of the residence of Dr. Nathaniel Boutelle<sup>1</sup> and put it into suitable condition for occupancy of women students. The catalogue for 1885-86 therefore contained the following statement.

The Trustees have recently purchased for a Ladies Hall the house formerly the residence of Professor Briggs. It is situated on College Street, near the University buildings, and affords a pleasant and convenient home for the young ladies. It is under the direction and care of Mrs. A. L. Mortimer.

Mrs. Mortimer thus had the distinction of being the first woman other than a student to have her name in the catalogue, but not until ten years later, in 1895, was any woman mentioned in the august list headed "Faculty of Instruction," although appended to that list, on the same page and in equally large print, appeared the name "Samuel Osborne, Janitor." There is no more important witness than that fact to show how little regard was given to women during the first quarter

century of their enrollment at Colby. They were considered not quite so high in status as the janitor.

Official indifference to the women was not shared by the men students, at least not during the early years. In 1884 the *Echo* stated editorially:

It seems as if the most enthusiastic admirers of the co-ed system must have their enthusiasm increased by the extraordinary success it is meeting here. If the proportion of the fair sex continues to increase, they will soon cease to be the exception and become the rule. If co-education is a settled fact, and we presume it is, it should be fully realized as soon as possible, and it can never be realized until steps are taken to give the girls the benefit of all the advantages which the boys enjoy.<sup>2</sup>

The beginning of women's instruction at Colby was truly coeducational. Not until several years later was there any question that women should be enrolled "on the same terms as the young men" — that is, in the same classes, competing for the same prizes, and having the same privileges consistent with the mores of the time.

When Albion Woodbury Small became President in 1889, he found the admission of women by no means acceptable to all supporters of the College. The Alumni Association had recently passed a resolution requesting the Trustees to ban women from further admission. Observing that the women had many supporters, not the least of whom were members of the powerful Coburn family of Skowhegan, Small hit upon the idea of coordination to replace the existing system of coeducation. He seems at first to have conceived of two separate colleges under a single administration and a single faculty, and it was only financial inability to set up such a plan that caused his men's college and women's college to be designated later as men's division and women's division.

Small proposed that, as soon as finances should permit, instruction should be given in entirely separate classes to men and to women. He agreed that it might be acceptable, as well as economical, to have both sexes attend lectures together, but he insisted that laboratory work in the sciences could be segregated by schedule, although both sexes might have to use the same facilities. Small intended later to introduce into the separate colleges "different courses, appropriate to the particular sex." In class organization, rank, prizes, contests, appointments and honors the members of the two colleges would be treated as independently as if they were in distinct institutions.

On June 30, 1890, the Trustees voted to inaugurate President Small's plan of coordination. Women graduates of the college, though few in number, were loud in protest. Nineteen of them, whose graduation years ranged from 1875 to 1890, signed a printed statement of sixteen pages, setting forth in detail the case of equal treatment of the sexes at Colby. The text of this powerful statement is said to have been chiefly the work of Louise Coburn, although Mrs. Carver certainly collaborated in the final writing. Other well known Colby women whose signatures were affixed to the document were Bertha Louise Soule, 1885, Hattie M. Parmenter, 1889, and Addie F. True, 1890.

Pointing out that the decision of the Trustees constituted a retreat from the progressive step taken in 1871, the statement said:

The College seeks to justify itself by an alleged act of higher generosity. She will establish within her precincts a college for women, in which they



may go on to even higher achievements. But by that decision the College confesses that she made a mistake twenty years ago, and thus places her present alumnae in the anomalous position of being the visible evidence of that mistake.<sup>3</sup>

The alumnae statement devoted four printed pages to the subject of competition between the sexes, and it kept the discussion on a high level until it reached the conclusion of the argument. Then the embattled women stated bluntly what they felt was the chief cause of men's desire to be rid of them.

The records show that the women's scholastic achievement has often surpassed the men's. Can it be that the women have taken too many college prizes for their own good? The issue is not whether men and women can recite together, whether men and women shall study this or that. It is simply the issue whether the men are willing to take the risk of having women surpass them in scholarship.<sup>4</sup>

The valiant protest was of no avail. The Trustees refused to reconsider their decision and, when college reopened in the fall of 1890, the coordinate system went into effect. Two arguments had prevailed with a majority of the Trustees. First, a steady decrease in male enrollment had accompanied the increase in numbers of women; and second, the Board was convinced that the enrollment figures supported the contention that men were seeking admission to other colleges than Colby, simply because at the Waterville college the women were becoming too prominent. Whether or not the conclusion was valid, the fact that the Board accepted it was enough. President Small's plan of coordination became a fact.

When the new plan went into effect, the editor of the *Colby Echo* was the man who many years later would become President of the College, Franklin W. Johnson. In an editorial he expressed student opinion of the new regime.

When it was discovered that exactly twice as many women had entered in the Class of 1894 as had ever before enrolled in any freshman class, there was great jubilation over this triumph of fact over fiction. Coordination is a success. Colby has reached a new era of prosperity. A way has been found to be just and wise without being impractical. No previous editor of the *Echo* could possibly have said that the men in college would heartily welcome sixteen young ladies in one class. But we can sincerely say that their presence, under the coordinate system, is most cordially welcomed. We know that many supporters of the college have worried over the question, What shall we do with our girls? They believed in coeducation in theory, but very few of them had the courage of their convictions when they selected a college for their daughters. We are proud that Colby has become the pioneer of the most promising plan yet suggested to make the American college the common possession of men and women.<sup>5</sup>

It was at once apparent that, if a separate college for women was to be developed, there must be more adequate housing than was afforded by the converted old farmhouse on College Avenue known as Ladies' Hall. In 1892, therefore, the Trustees launched a campaign for a women's dormitory. An attractive circular, containing an appeal signed by Josiah Drummond, chairman of the Colby Trustees, was sent widely over New England. The statement said:

At the annual meeting in June, 1892, the Trustees of Colby University voted to appoint a committee *of women* to solicit funds for the building of a dormitory for young women. Over sixty girls are now enrolled in the several classes, and there is every indication that the numbers will increase. Some adequate provision should be made for their care and comfort.<sup>6</sup>

Attention is called to the words which this historian has italicized in the above statement. The committee to raise funds was to be distinctly a committee of women. Thus in 1892, the Colby Trustees adopted the position which they were to sustain for many years to come — a position that seriously hampered the development of equal opportunities for women on the Colby campus. The women graduates and their friends were somewhat condescendingly permitted to raise funds, secure buildings, and promote the welfare of women students, but the corporation would not officially take the lead in such endeavors. Even as late as the closing years of this century's third decade, when the handsome Alumnae Building opened its doors, the women had been tolerantly allowed to secure the necessary funds rather than actively assisted by the governing authorities.

The committee of women that launched the dormitory campaign in 1892 was headed not by a Colby graduate, but by the competent and popular wife of the Professor of Biblical Literature who had formerly been head of the college. Mrs. G. D. B. Pepper was not alone among non-Colby women in this determined group. She was eagerly joined by Mrs. Henry Burrage, wife of the leader of Maine Baptists; by Mrs. Alfred King of Portland; by the wife of Judge Percival Bonney; and by the wife of the Colby Librarian, Edward W. Hall. Of course Colby women themselves were well represented by such leaders as Mrs. Carver, Miss Coburn, Nellie Bakeman, Bertha Soule, and Anna Cummings.

The campaign was not immediately successful. The national depression of 1893 caused a scarcity of money and deep fear among persons of means. Nor was the Colby constituency, especially among the Baptists, wholeheartedly in favor of the coordinate system. Many friends of the college could not forget the strenuous opposition of Louise Coburn and her associates, when they circulated their open letter to the Trustees, although Miss Coburn herself loyally accepted the change and became a member of the small executive committee that conducted the campaign. Although the women tried very hard to secure the needed funds, the new dormitory did not become a reality until the twentieth century was well under way, and then it came, not through a wide subscription, but through the generosity of one woman. That story has its place later in this chapter.

Until 1896 the women in charge of girls at Colby were simply house mothers like Mrs. Mortimer. Then, six years after coordination had been established, Mary A. Sawtelle was elected the first Dean of the Women's College at a salary of \$1000. She was given faculty status by being designated also Associate Professor of French in the Women's College. In 1898, with Miss Sawtelle still presiding, the catalogue term "Women's College" was changed to "Women's Division." The same issue of the catalogue contained a brief historical sketch.

The Board of Trustees in 1890 adopted the plan proposed by President Small, organizing within the University a college for young men and a coordinate college for young women. The conditions of entrance are identical for the two divisions. Instruction in the different branches pur-



sued in common by the men and women is given in each division separately, except in the case of lectures, which are given to the students of both divisions simultaneously, and excepting also laboratory work, in which pupils are engaged upon individual problems. In class organization, rank, prize contests, appointments, and honors, the two divisions are treated independently.

From the opening of Ladies' Hall the women students were kept under strict supervision. The following items, selected from the long list of regulations show how Colby women lived in the 1890's.

It is intended that each building occupied by the women shall be regulated upon the model of a well ordered private household. Each such building must be regarded by all students not occupying rooms in it, as a private residence, to be entered only with the consent of the occupants. It has been arranged that a family shall occupy a portion of each house in which the College furnishes rooms for young women. These families are not servants of the students. It is a part of the contract between the College and the families that the latter shall inform the Matron of any disregard of these conditions. Although the Matron has her living quarters in Ladies' Hall, she is equally responsible for the young women in all college residences.

Study hours in the women's houses must not be violated by music or any sounds above conversational tones, nor shall any student be interrupted by another student for any matter which could be attended to outside the study hours.

The young women at Ladies' Hall receive on Thursday and Saturday evenings; at Palmer House on Monday and Friday evenings; at Dunn House on Tuesday evening and Wednesday afternoon.

The families in the college buildings agree that the outside doors shall be locked at 10 P. M., and no student occupant is permitted out of the house later than that hour.

In 1899 Miss Sawtelle was succeeded by Grace E. Mathews as Dean. Increasingly aware that the Women's Division must be more adequately recognized, the Trustees then voted to "appoint from this Board a committee of three, consisting of the President of the College and two others, who shall associate themselves with the Dean of the Women's Division and two of the alumnae, those six to constitute the Committee on the Women's Division, to consider such matters as may be referred to it, to investigate the division, study its interests, and make such reports to the Board as it may think best." At the same time the Trustees were reluctant to spend money for the convenience of the women, because they voted that "it is inexpedient to purchase a couch for the women's waiting room in Champlin Hall." That referred to the room where the girls were permitted to study between classes.

Not until 1898 was the Dean of Women joined by another woman on the teaching staff. Then President Butler recommended the employment of "an instructor of physical culture for women." Miss Margaret Koch then started the work which now justifies the employment of three persons.

That in the early years the women were unwelcome guests in a men's college, but that the attitude of the male students toward the girls was more favorable

than the attitude of faculty and trustees, is the recollection of Miss Adelle Gilpatrick, 1892, the distinguished author of the Centennial Pageant. When she was a freshman in 1888-89, Miss Gilpatrick found very strong feeling against the women on the part of the men students. "While women had been admitted, they were barely tolerated. It took a good deal of courage for a girl to go to Colby in those days."

Miss Gilpatrick admitted that the student attitude had changed when she returned to Waterville as a teacher at Coburn in 1896. She said:

Colby then had a Men's Division and a Women's Division. We no longer heard about separate colleges. Dr. Butler accepted the situation, and did nothing to increase the separation of men and women in the classroom. He had come from Chicago, where women were treated educationally equal to men. Furthermore, he had a scholarly and talented sister whose learning he highly respected. When I returned, I found that a change had occurred in the attitude of the men students. The boys were more friendly, but the official attitude of the faculty was still one of mere toleration.

Despite the coldness of the men and despite the lack of a modern dormitory, women continued to enroll in ever increasing numbers. It had been far from the official intent that the Women's College or the Women's Division should ever number as many students as its male counterpart. To stem the rising tide the Trustees voted in 1900 that the women's enrollment should be limited to those who could be accommodated in the college residences for women, unless a girl lived with her parents in the town. In the autumn of the same year the Trustees appointed a Committee on the Future Policy of the College, and the report of that committee relighted the smouldering fires of controversy.

How Colby men felt about the influx of women in the 1890's is revealed in a letter written by Charles K. Merriam, 1875, of Spokane, Washington, to his classmate, Leslie C. Cornish, a member of that special committee on future policy.

I am sorry that what some wiseacres said way back in the '70's has become virtually true in regard to Colby's policy of admitting women; namely, that it would become a women's college. This is as sad as it is true, and the fact having been proven by actual experiment, there remains but one thing to do. If Colby is to be retained as a college for higher education of boys, she must exclude the girls. If the buildings now occupied by girls could be used as a nucleus for a separate institution, I would like to see it done, but not under the Colby name. Such a separate women's college should have a different name.

From the final sentences in the above statement it is clear that Miss Gilpatrick was wrong in thinking that the idea of separate colleges did not again arise after 1896. It became a very real issue in President White's administration. It was on the eve of White's inaugural that the special committee presented its report to the Board. That committee had been composed of three trustees: Charles E. Owen, Alfred King, and Leslie C. Cornish. The majority report, signed by Owen and King, said:

We believe that Colby should continue to use its equipment for the higher education of both men and women, and that the number of each



sex should be limited only by the means of the college to provide suitable accommodations and competent instruction.

We therefore recommend that the system of coordination be continued. As the condition of the College shall allow, the students of each division should become separated in chapel, exercises, recitations, lectures, public and Commencement exercises, and every effort should be made to secure this as soon as possible.

Mr. Cornish, the brilliant lawyer who would later become Chief Justice of the Maine Supreme Court, did not agree with his two colleagues. Let us see how Lawyer Cornish argued the opposition case in his minority report.

It is admitted that the number of women applicants is increasing much faster than the number of men, so that in a few years the women will outnumber the men. There are fewer men in college today than at any time in the past ten years. In 1891 there were 137 men; today there are only 123. By contrast, 1891 saw only 47 women in the college; today there are 80.

When the women shall outnumber the men, the latter will feel that they are attending a woman's college, and the number of men will be further lessened. Many desirable young men are already repelled from Colby because of the large number of women here.

What today strikes us as a strange argument was Cornish's legal interpretation of the word "youth." He said: "The institution was chartered as a literary and theological institution for 'the education of youth.' I think that word would be interpreted by any court to signify only young men."

The minority report concluded with these words: "I am not opposed to the higher education of women. On the contrary, I favor it; but I am also in favor of sending our *youth* to a college for men and our women to a college for women."

When the issue came to a vote, Cornish could win only one other trustee to his side, and the majority report was adopted by a vote of fourteen to two. The decision was made. Colby remained coordinate. There was no intent, even on the part of the most ardent male supporters of the women, that Colby should ever be coeducational.

President White was not content with the coordinate system. He did not agree with Cornish that the girls should be summarily ejected, but he did contend that the aim should be the establishment of two separate colleges, as had been proposed before Small offered his compromise of coordination. That he pushed for further separation into two colleges is shown by a vote of the Trustees in June, 1902: "We approve of the recommendation of the President for the separation of the Women's Department from the Men's by the establishment of a new college for women, as soon as financial conditions will permit, and we urge the President to continue his exertions toward the establishment of that result."

The Trustees went even further in January, 1905, when they voted: "The Women's Division of Colby College shall be made into a separate college with a separate name, a separate catalogue, separate public exhibitions, a separate Commencement, and separate recitations. There may be common use of the library and the laboratories. There shall be one treasurer for both institutions, and the administration and instruction of the new college shall, so far as possible, be the same as that given to Colby College."

The new Dean of the Women's Division, Grace E. Berry, who had succeeded Dean Mathews in 1902, supported President White's plan, but she laid down an important provision. The plan would not be feasible, she insisted, unless the women's college should be located on a new, expandable site at some distance from the men's college.

The suggestion that the new college take the former name attached to Colby, the name Waterville College, met with general approval. The Trustees proceeded at once to draw up the following plan for its operation.

The officers of the new college shall be the same as those of Colby College, and the annual meeting of the Trustees of Waterville College shall occur on the date of the meeting of the Trustees of Colby College.

The President and Faculty of Waterville College shall be the same as the President and Faculty of Colby College, with the exception of such additional instructors in either separate college as shall be found necessary.

The entrance requirements for Waterville College shall be the same as those for Colby College, and the courses of instruction for the first year shall be the same in both colleges.

In June, 1905, the Committee on the Women's College reported that it would take time to put the plan into effective operation. "The idea cannot be realized in one year," they said, "because an educational institution cannot be made; it must grow." The best the committee could do was to recommend that such further separation be worked out as could be effected without increased expense, and that a special committee seek funds for the endowment of a separate women's college.

It was President Charles Lincoln White who was chiefly responsible for the building of Foss Hall, the first Colby building especially constructed for the Women's Division. The continued efforts of the committee of women, begun a decade earlier, had not brought the desired results. One of the persons largely responsible for White's selection as President had been William H. Snyder, 1885. A popular teacher at Worcester Academy, Snyder came to know intimately one of its trustees and a prominent Worcester Baptist, William H. Dexter. Like Gardner Colby, Mr. Dexter had risen from humble boyhood circumstances to a position of wealth and influence. When White became the Colby President, he turned to Snyder to help him induce Mrs. Dexter to make a substantial gift to Colby. Mrs. Dexter took a liking to the new president, who, as their acquaintance ripened, decided to present to her the bold project that she provide entirely the needed funds for the long awaited dormitory for women.

Born in Wayne, Maine, Mrs. Dexter had never lost her love for her native state. She told President White that it had long been her hope some day to provide a home for other girls in Maine, that they might have the education which she could not get. She agreed to give \$40,000 for the erection of such a building at Colby.

The task of establishing the Women's College on a new site, far removed from other property already being used for the women, proved not practicable even if it could have been financed. The proposed dormitory would not contain enough space to provide classrooms, chapel, and other necessary facilities. Com-



mon sense finally dictated that the building should be erected on land which the College already owned on the Avenue, directly across the street from Ladies Hall. That decision sealed the fate of the contemplated Women's College. Although coordination continued as administrative policy, with many classes separated by sex, with no competition for honors and prizes, and with a noticeable double standard in regulations, the tendency to coeducation in practice was clearly predicted. As time went on, it became quite conventional to think of boys and girls in the same classrooms; social life gradually became more normal between the two divisions; and the numerous separate student organizations, such as the YMCA and the YWCA, began to work together. But those changes required many years of patient and persistent efforts by the women, who demanded recognition as simple justice. It should be recalled that our whole nation had to wait until the second decade of this century for the political emancipation of women. It is small wonder, though highly regrettable, that in most American colleges, even those avowedly coeducational, women students were treated as second class citizens until comparatively recent times.

In the fall of 1905, Eliza Foss Dexter was present at the dedication of the building to which was given her family name of Foss. Present also was her brother, Eugene Foss, who a few years later became Governor of Massachusetts.

For some time President White had been cultivating officials of the General Education Board, and the rumor persisted that those officials would assist Colby only if it became a women's college. So horror-stricken were many Colby men that they denounced all attempts to secure such aid and they nearly wrecked the President's carefully laid plans to get assistance from what was then the nation's largest philanthropy to higher education. On President White's invitation, Dr. Wallace Buttrick of the General Education Board attended the annual meeting of the Colby Trustees in 1907, and authorized a public statement denying the rumor and announcing that the Board believed the present coordinate system was best for Colby.

Did the women fare better under Arthur Roberts, who between his entrance as a freshman in 1886 and his election to the presidency in 1908, had seen plenty of women in Colby classrooms? When President White was asked how his proposed successor felt about women in the college, he wrote to Dudley P. Bailey: "If I understand Roberts rightly, he believes that the Women's Division should be separated educationally, socially, and in every way, as far and as rapidly as possible. His views regarding this separation are in strict accord with those of Professor Taylor, who strongly favors Roberts' election as president."

Between 1909 and 1920 the Women's Division had six successive deans: Carrie E. Small, Elizabeth Bass, Florence E. Carll, Mary C. Cooper, Anna A. Raymond, and Alice May Holmes. None of them remained longer than three years. All worked diligently on behalf of the girls, but several of them were handicapped by having the title of Acting Dean, while President Roberts tried to make up his mind concerning a significant but definitely subordinate administration of the distaff side of the college. Miss Adelle Gilpatrick has told the story, from the viewpoint of the constantly frustrated women.

The first deans of the Women's Division were little more than house mothers. Mary Sawtelle and Grace Mathews were superior women who understood Colby and were highly respected. Their successors too were

well trained and devoted administrators, but they were helpless under the official determination to keep the women subordinate to the men.

When an increasing number of Colby women graduates found that Colby was not recognized by the American Association of University Women, because there had never been a woman in the rank of full professor at Colby, the Alumnae Association appointed a committee to interview President Roberts about the situation. The committee consisted of Miss Louise Coburn, Mrs. Harriet Bessey, and myself. With fear and trembling we went to the President's house. With Miss Coburn as chairman we got a courteous hearing. "Rob" acknowledged he had not been very successful in selecting deans whom he was willing to place in full professorship. He told us he did not understand women very well. It was quite a session and we aired all our grievances. Finally "Rob" promised to do something about it, saying, "When I select another dean, it will be a Colby woman and one whom I know."

President Roberts brilliantly fulfilled that promise, for in 1920 he called to the position of Dean of Women Miss Ninetta Runnals, who for more than a quarter of a century exerted such sound and progressive leadership and won such esteem from Colby men as well as from Colby women that when she retired in 1949 her alma mater had become truly coeducational, with the women students given equal status beside the men.

It was largely in response to Miss Coburn's insistence that the Trustees, in 1920, passed the following vote: "We hereby establish the policy that women on the faculty shall receive the same pay as men of equal rank, and that they shall have equal opportunity for promotion."

At the annual meeting of the Trustees in June, 1920, the Committee on Professorships presented the following report:

The Committee has considered for Dean of the Women's Division Miss Nettie M. Runnals, a graduate of the College in the Class of 1908. Miss Runnals has been for a number of years a very successful preceptress at Maine Central Institute in Pittsfield, leaving there three years ago to do graduate work at Columbia University. There Miss Runnals received her Master's Degree in education, and for the past two years she has been teaching in a girls' school in Pennsylvania. Miss Runnals is a woman of character, of attractive personality, and a great deal of successful experience in dealing with girls. She could in all probability be secured for the coming year for \$1500 and her home.

That last sentence is most revealing. A college that had just raised half a million dollars for endowment, to which Colby women as well as men had generously contributed, was invited to accept a new dean of women because the committee thought she could be obtained at a bargain.

President Roberts' customary caution dictated that even this highly recommended dean must undergo a trial period. The Trustees accepted his suggestion that Miss Runnals be engaged as Acting Dean. So successful was her first year that in 1921 she became fully recognized Dean of Women and was given an increase in salary of five hundred dollars. Shortly afterward she was elected to a full professorship in mathematics, and at last Colby became eligible for a chapter of the American Association of University Women.

Dean Runnals at once instituted a quiet, but effective campaign for better recognition of the Women's Division. She won the confidence and deep respect of



Mrs. Eleanora Woodman, who not only provided for an infirmary and a resident nurse at Foss Hall, but also made many other gifts for the benefit of women students. It was that trio — Miss Coburn, Mrs. Woodman, and Dean Runnals — who prevailed upon President Roberts to give better recognition to the Women's Division both in respect to college regulations and in respect to budget. It is unfair to assume that Roberts was stubbornly prejudiced against women students. He would never have admitted that to hold women in subordination to men was prejudiced. It was a natural result of the plan of creation. Roberts' two paradoxical characteristics were his genuine concern for the individual student and his caution with college funds, approaching miserliness. Everywhere he found it necessary to save pennies, and what better place was there to save them than in a subordinate division of the college?

Whether it was because she felt constantly frustrated in her attempts to get even the necessary repairs on the Women's building, to say nothing of funds to increase their educational opportunities, or whether it was the allurements of greener fields elsewhere, Dean Runnals decided to leave Colby in 1926, whereupon she enjoyed two successful years as Dean of Women at Hillsdale College in Michigan. But fortunately for Colby, she was induced to return to her alma mater in 1928 and never again was she lured away from the Colby scene.

During the two years of Miss Runnals' absence the office of dean was competently filled by Miss Erma Reynolds, 1914, who not only presided over the Women's Division, but also did much to bring the campaign for the Alumnae Building to a successful conclusion.

Plans for a physical education and recreation building for the women had begun as early as 1921, when Miss Adelle Gilpatrick, as President of the Alumnae Association, convinced a number of her fellow alumnae that the band of Colby women was now strong enough to raise, by their own efforts, sufficient funds to build a gymnasium for the girls. In the spring of 1922 the campaign received splendid impetus when Miss Louise Coburn gave \$10,000. Each succeeding issue of the *Alumnus* carried an expanding list of contributors, but it required a long, hard pull to get the hundred thousand dollars needed to erect the building, which was to include extensive recreational facilities, a fully equipped gymnasium, and a swimming pool. Already Miss Gilpatrick and her committee knew that success was just around the corner. It was definitely assured when Miss Florence Dunn, 1896, announced her magnificent gift of \$25,000. Miss Gilpatrick tells how the goal was finally attained. It was that loyal friend of both men and women at Colby who came to the rescue. "Dr. Frank Padelford, Secretary of the Board of Education of the Northern Baptist Convention, who had already secured generous grants for Colby, persuaded his board to give \$20,000 to our building fund." Thus at the meeting of the Trustees in November, 1927, Dr. George Otis Smith proudly announced that there was now available for the building \$96,000. Plans had already been accepted and construction was under way. The cornerstone was laid on June 16, 1928. Eight months later, on February 19, 1929, alumnae and friends gathered for the formal opening. Appropriately in the receiving line stood Miss Gilpatrick, Dean Runnals, Miss Dunn, and the Alumnae Secretary, Alice Purinton.

Even while the campaign for the Alumnae Building was under way, the demand for a separate women's college was raised again, this time by the same Dr. Padelford who was to get the final funds to complete the new building. At the Trustees meeting in April, 1925, Dr. Padelford had introduced the following resolution:

Realizing the advantage for the education of women in New England of a separate and distinct college for women in Maine, and encouraged by the results of more than fifty years of experience in the education of women at Colby, Be it resolved, that the Trustees of Colby College declare their readiness to arrange for the separation of the Women's Division into a distinct college for women at Waterville, affiliated with Colby, but under a separate name, and under terms of management to be agreed upon later, provided the funds can be secured to assure its adequate financing.

The Board laid the resolution on the table and it was never resurrected. Dr. Padelford himself came to the conviction that a separate college, rather than co-ordination, was not feasible. The newspapers of Maine, led by the *Portland Press*, had taken up the cry for a women's college in the state. At a meeting of the Maine Teachers Association in 1927, Dean Marriner, as chairman of the Colby Executive Committee, made the point that, if a woman's college were to be established, the Women's Division at Colby offered a ready-made nucleus for such an institution, since the Colby system of coordination rendered separation easier than it would be in a coeducational college. The agitation was short lived, and after the Alumnae Building was opened in 1929 nothing more was heard about a degree-granting college for women anywhere in Maine.

Colby was ninety years old before its association of male alumni was permitted representation on the Board of Trustees, but the women graduates had to wait until twenty-four years later before they were granted representation. To be sure, they tried to get it soon after the men won their victory in 1903. For five years the Trustees turned a deaf ear to the women's plea, but in 1909 they made a gesture of consent. Although the Board would not permit the Alumnae Association to elect a representative, those male governors of a coordinate college did promise to elect to the Board a woman recommended by the Alumnae Association as soon as there should be a vacancy. Not until 1911 did a vacancy occur, but the alert women saw to it that the Trustees were reminded of their promise. In that year, on recommendation of the alumnae, Louise Coburn became the first woman member of the Colby Trustees.

Although Miss Coburn continued to be an influential member of the Board until failing health necessitated her resignation in 1930, that lone representation did not satisfy the women. They saw no reason why their association, as well as that of the men, should not elect members directly to the Board. Their request was referred to a committee consisting of Frank Padelford, George Otis Smith, and Charles Gurney, who made a favorable report at the Board's meeting in November, 1930, recommending that the College Charter be amended to provide for the election of six trustees by the alumni and three by the alumnae. The Board accepted the committee's recommendations, authorized an enabling petition to the Legislature, which on February 27, 1931, voted the proposed amendment (see Appendix S). Thus, since 1931, nine members of the Board have always represented the graduate body, and even after the men and women were merged into a single graduate group, with a single governing body called the Alumni Council, the proportion of men and women elected to the Board of Trustees remained in the same two to one ratio.

In the 1930's the College published separate promotional booklets for the two divisions. They were called *Men's Booklet* and *Women's Booklet*. Later they were merged into a single volume under the title *About Colby*. Significantly,



the introductory statement in the *Women's Booklet* in 1932 made no mention of Colby's having been a college for men during more than half a century before women were admitted. It did not even state that the College had men in 1932. It simply said:

This is one of the old seats of learning in New England. Since 1818 Colby has been building up its own rich traditions and the distinctive spirit of which Colby graduates are so proud. Sound in academic standing, friendly and democratic in spirit, Colby aims to foster and preserve the finest standards of gracious womanhood.

During President Johnson's administration the Women's Division gained in prestige and influence. Instead of only three women — the Dean, an instructor of physical education, and a teacher of music — the faculty women numbered six when Johnson left the presidential office in 1942. They were Dean Runnals, ranking as professor of mathematics; Mary Marshall, associate professor of English; Alice Pattee Comparetti, instructor in English; Janet Marchant and Elizabeth Kelley, instructors in physical education; and Caroline Cole, instructor in religion.

Between the coming of Dean Runnals in 1920 and the inauguration of President Bixler in 1942 the enrollment of women did not increase comparably with that of men, but solely for the reason that housing facilities for the former were not expanded as they were for the latter. Before World War I in 1914 there were 173 women. In 1920 the number had increased to 217. By 1942 the women's numbers had risen to 267, filling not only the older dormitories, but several homes in the city which the college had leased. The fact that in that autumn women moved into Mary Low and Louise Coburn halls on Mayflower Hill did not leave the way open to admit larger numbers immediately, because the College Training Detachment of the Army Air Corps took over completely the facilities of Foss Hall.

Let us now see how steadily, but almost imperceptibly, Colby changed in fact from coordination to coeducation. We have seen that Charles Lincoln White came to Colby as its president almost contemporaneously with the new century. What was the position of Colby women in 1901? By that time the Christian Associations of the two divisions had joined in the publication of an annual handbook, designed especially to inform the freshmen, but presented to all students when the new college year opened in September. That handbook is the first indication that the men and women ever did anything together as a joint enterprise. Even then the domination of the men was strikingly evident. Although the YWCA was given equal space with the YMCA, in description of its activities and its list of officers and committees, no other organization of women was even mentioned except the Sigma Kappa sorority, the literary society Beta Phi, and the two honorary societies for women, Kappa Alpha and Chi Gamma Theta. From a perusal of the handbook one would suppose that the women had no class officers, no organized sports, and no house rules, though much space was given to those areas of campus life for the men. The book says that "there are various means to earn money, such as the care of college buildings, tending furnaces, etc., both at the college and in the city"—not a word about the opportunities for girls who waited on table, tended bells and performed other duties at Ladies Hall. Seven pages were devoted to Athletics without any reference to the women. The Musical Clubs, called the Glee Club, Mandolin-Guitar Club, and Orchestra, were exclusively men's

organizations. The same was true of the Dramatic Club and the Debating Club. Information regarding rooms for men fills four pages, while the statement about women's rooms is limited to two brief sentences: "Ladies desiring rooms should write to the Dean of the Women's Division. The College furnishes only chamber sets, mattresses, pillows, stoves and curtains."

How much had the situation changed by 1913, when this historian was a Colby senior? The handbook was still a joint publication of the YMCA and the YWCA, and these two organizations were naturally featured in its pages. The strict separation of the two divisions was still apparent. The twelve years since 1901 had brought in musical clubs for women as well as for men, but the girls still had no part in dramatics or debating. More space was now given to women's dormitories, because Foss Hall had been erected nine years earlier. Palmer House had been renamed Mary Low Hall, and the large enrollment of girls had necessitated the use of a third dormitory called Dutton House. No recognition was yet given to class officers of the women, but half a page called attention to "Athletics of the Women's Division." The announcement said, "Basketball is a popular sport among the women, and the sophomore-freshman game has become a feature of Women's Colby Day." Other sports enjoyed by the girls were tennis, tetherball, bowling and croquet.

Fourteen years later, in the last year of President Roberts' administration, religious activities were directed by the beloved Herbert L. Newman, but the associations still operated separately except for publication of the handbook. By this time, however, the handbook's advice to freshmen concerned both men and women. On arrival, the students were told: "If you are a woman, go directly to Foss Hall, which you may use as a base for further expeditions under guidance of members of the YWCA. The men should hunt up 'Chef' Weymouth, the godfather of all freshmen, in the Y room at Hedman Hall." Space was now given not merely to the names of the sororities, but also to the lists of members. Organizations of the Women's Division included musical clubs, dramatic club, health league, Daughters of Colby, and the Aroostook Club. Not yet were the musical clubs united; only the men's club gave concerts in neighboring towns. It would be many years before girls would be permitted to play in the college band. By 1927 student government had become more active, but under separate bodies, the Men's Student Council and the Women's Student League.

Of course between 1901 and 1927 social life had become less restricted and the college men and women did meet together on other occasions than church "sociables" or during the formal calling hours at the women's dormitories. The Junior Prom in April and the Senior Hop in June were occasions when local clothiers had to put in a liberal rental stock of "tails and white ties," and the local "ten cent teams" exploited the parties by charging profiteering rates to transport a girl and her escort back to Foss Hall after the dance. Favorite places for the big dances were Elks Hall, the KP Hall on Silver Street, and the Ticonic Club House in Winslow. Refreshments were usually served by Hagar the Caterer. In 1913 elaborate fraternity dances in out-of-town halls were unheard of, but by 1927 each fraternity was having a "spring formal."

Although many rules had been relaxed and girls were beginning to take rides in the very few automobiles available to college men, even in 1927 no Colby girl could smoke at the College without fear of expulsion. Probably at no time since the first parties were held at Colby had chaperonage been popular, but by 1927 young people held it in outright disrepute. The "naughty nineteen twenties," which



seem rather sedate and sober when looked upon in retrospect from the "beatnik" era of 1960, heard the rallying cry of independence for the nation's youth. It was not an easy time to guide and influence young people, but Colby had the person who could do it in Dean Ninetta Runnals. That Colby social life came through those trying years triumphantly is due almost entirely to her unceasing efforts.

By 1936 Dean Runnals' wise guidance had made the Student League such an effective self-governing body that it put to shame the weaker Student Council of the men. She had instituted the powerful elective office of house chairman and the even more powerful Executive Board, which had substantial control over discipline in the Women's Division.

As an instance of changing mores, note what the women's regulations in 1936 had to say about smoking:

The Executive Board of the Student League acknowledges smoking to be a personal habit, subject outside of college limits to the good taste of the individual. Smoking is permitted in the smaller social room in Foss Hall, that room being reserved for use of the girls only, and men are not entertained there. Women are not permitted to smoke elsewhere on the campus except in the small social room.

Impetus to further cooperation came in 1934, when Professor Newman organized the Council on Religion. Although the YMCA and the YWCA still functioned separately, the Council, on which both men and women were represented, served as "a clearing house for the many religious organizations of the college and for cooperation with the local churches." In 1936 the religious groups went a step further with the organization of the Student Christian Movement (later called the Student Christian Association) a truly coeducational body. In the same year Powder and Wig was opened to women, and shortly afterward the Colby Outing Club was formed, one of the earliest organizations to have members of both sexes from its inception.

It was the Second World War that brought the emancipation of Colby women. Ever since its founding in the 1870's the *Colby Echo* had had a male editor. Instead of being published "by the students of Colby College," that paper had been entirely controlled by the men, who somewhat grudgingly elected a woman's editor to fill a few inches in each issue with items from the female side of the college. When there remained only a handful of civilian men in the student body, as was the case through the war years, the women took over not only the *Echo*, but also dramatics, musical clubs, and other organizations. Given the chance to exercise leadership, the women did so well that not even the post-war influx of men could displace them. After 1945 a woman was quite as likely to be elected to a student office as was a man.

A comparison of the *Colby Oracle* for the years 1939 and 1945 is instructive on this point. The picture of the *Echo* staff in 1939 shows nineteen men and four women. The *Oracle* staff shows five men and one woman, and the Council on Religion eight men and two women. In 1945 the class officers of every class were all women. On the Executive Council of the Student Christian Association were two men and four women. The Glee Club, composed of both male and female voices, had twelve men and sixty-four women. The membership of the Bowen Society, a group majoring in Biology, was made up entirely of women. On the

*Oracle* board there was not one man, and the whole *Echo* staff had only four men surrounded by forty women.

When the Class of 1948 were seniors there was a joint student council to which were elected an equal number of men and women, although the Women's Student Government continued to function in regard to matters pertaining strictly to the girls. In that year the *Oracle* board had five men and three women, but the executive board of the *Echo* was composed of six women and three men. The governing board of the SCA had twelve women and six men, on Powder and Wig were ten men and five women, and even in the Colby Medical Society, a group of students preparing for medicine and other related fields, the women outnumbered the men ten to six. On the Outing Club Council four men worked with seven women; the men had a mere majority in the Yacht Club; only three men served with seven women on the Social Committee. Women were represented on the governing bodies of the Camera Club, the Radio Council, and the Debating Society. At last the *Oracle* had begun to publish the pictures of seniors, not in two separate sections for men and women, but in a single alphabetical order. Women now played in the college band and played softball with the men.

One of the greatest changes brought by the war was the increase in student marriages. It had long been taken for granted that, if a woman student married, she must leave college. The high quality of academic work performed by the married veterans and the dignified decorum of their wives led the college authorities to look upon student marriages with greater leniency. When two students married, they were both permitted to continue in college and were frequently rented an apartment in the temporary buildings intended originally to house only married veterans. In the early 1950's one girl who had married during her college course received her diploma only a few hours ahead of the stork's visit.

Between 1903 and 1950 the change had been gradual, not deliberate, and it was the Second World War which finally gave Colby women equal recognition in the organizations and social life of the college. Changing mores in our whole society, especially in regard to young people, played no small part in this development of the non-academic side of coeducation. What about the academic area, which Presidents Small, White, and Roberts had regarded as already too thoroughly intermingled and which they desired to push completely into two separate compartments?

Long before Pearl Harbor, Colby women had been taken for granted in mixed classrooms. By the time when classes were first held on Mayflower Hill the only segregated classes were those in physical education and in freshman English, and the latter persisted more from convenience than from necessity. In a few years the separation in English had also disappeared and all academic work was done without any thought of segregation. In 1960 Colby College was coeducational by every test of activity except those over which the Trustees exercised direct control. Because the governing board had never seen fit to change the organization they had made at President Small's request in 1890, the Colby catalogue seventy years later still carried two separate lists of students, men and women, and on Commencement Day two separate lines marched to the platform for their diplomas.





## CHAPTER XLI

### *The Early Societies*

**J**UST as religion was responsible for the beginning of Colby College, so too was it the reason for the first student societies, the forerunners of the Greek letter fraternities.

In the records of a later society for the year 1858 is an historical account of the first student organization at Waterville College. So far as is known, no society was organized by the students of the Maine Literary and Theological Institution between its opening in June, 1818 and its transformation in 1820. But when the struggling little school became a full-fledged, degree-granting college, its students felt the time had come for an organization such as already existed at Bowdoin, Brown, and Dartmouth.

At a meeting held on October 10, 1820, a constitution, prepared by George Dana Boardman, Calvin Holton, and Ephraim Tripp, was adopted by a group of interested students. It was called the Philathean Society, and the members pledged themselves "to cultivate a spirit of unanimity and friendship in their social and literary intercourse."

From the beginning the Philatheans concerned themselves with literary as well as religious topics, although the emphasis was upon religion. At the first meeting on November 1, 1820, there was an extemporaneous discussion between Bela Wilcox and Elijah Foster on "Is it our privilege to be at all times free from doubts respecting our interest in Christ?" John Hovey read a communication respecting revivals of religion. George Boardman and Hadley Procter debated the question, "For what should the most speedy exertions be made, to christianize the savages of our own nation or the people of heathen lands?"

Colby's first graduate and renowned missionary to Burma, George Dana Boardman, was the Philatheans' first president, and he proudly presided at the society's first anniversary, held in the Waterville Public Meetinghouse on the common between Main and Front Streets on August 13, 1821. That event was the beginning of a long continued practice, the use of Tuesday evening of Commencement (the evening before the graduation exercises) for an annual program by the student society or societies. For fourteen years the Philathean Society served as the fountainhead of missionary interest at the College until its dissolution on June 7, 1834.

The many hundreds of fraternity men among present Colby alumni may be interested to know something about the nine men who were charter members of Colby's first student society. George Dana Boardman is well known as the Colby man who followed Adoniram Judson to the Burma mission field. Ephraim Tripp



founded a female seminary in Mississippi. Elijah Foster became a minister in Massachusetts and died at age of 35. Henry Paine was one of the earliest principals of what is now Coburn Classical Institute. Hadley Procter was principal of Elijah Lovejoy's old school, China Academy, during the three years when Lovejoy was a student at the College. Calvin Holton went to Africa as a missionary and died there at the age of 29. Nothing is known of Bela Wilcox. John Hovey went to Michigan, where he spent a long life as a teacher. Willard Glover was a leading Baptist minister in several Maine parishes until his death in 1866. Those were the nine students of Waterville College who started its first undergraduate organization in pursuit of religion and literature.

For several years previous to 1834 meetings of the Philathean Society had been infrequent and interest had waned. Several of the more devout members were determined to change it into distinctly a missionary society. They succeeded in securing a vote for dissolution of the old organization in June, 1834, and they at once petitioned the Trustees for the right to form a new body to be called the Boardman Missionary Society of Waterville College. Permission was granted, and on September 15, 1834, the Boardman Society was formed, with Amariah Joy as president and Marshman Williams as secretary. The new constitution set forth as the society's purpose "to devise and prosecute measures for the extension of Christianity; to acquire and disseminate a knowledge of the literature, morals and religion of different countries, and of the causes that operate on the moral improvement of mankind." The program at each meeting was to be consistent with the society's purpose.

In the early years of the nineteenth century no college society was deemed worthy of existence unless it possessed a library. The Philathean Society was no exception, and this explains a vote passed by the Boardman Missionary Society on November 15, 1834: "Since the Philathean Society, previous to its dissolution, had voted to present its library to the Boardman Missionary Society, together with all the money in the Philathean treasury, it was voted to express our thanks to the committee representing the Philathean Society; and it was further voted that George Townsend and Franklin Merriam prepare a catalogue of the books in the Boardman Missionary Society."

In February, 1835, the Boardman Society voted "to lay before the public the wants of the Society and request aid on the enlargement of our library." At the end of March thirty dollars had been collected. It is well to mention a point that will be more fully discussed in the subsequent chapter on The College Library; namely, that in the early years at Colby the libraries of the several societies were more extensive and more commonly used by students than was the college library itself.

In June, 1835, the Boardman Society petitioned the Trustees for a room to be exclusively assigned for the society's use "in the chapel about to be built." That referred to the third building erected at the College, Recitation Hall. The requested room was duly assigned.

The questions debated at the Boardman meetings were certainly pertinent to the society's avowed object. Ought students studying for the ministry to decide early whether they will become foreign missionaries? Is it the duty of Christians to give their whole property, exclusive of what is necessary for their competence and that of their families, to assist in the work of converting the world? Ought missionaries to continue their instruction in a foreign land after being forbidden by the civil authorities? In 1840 the Millerites, with their prediction of the immi-

nent end of the world, were attracting wide attention. So the Boardman Society solemnly debated the question, Is Mr. Miller's theory founded on evidence sufficient to give it a claim to our credence? After discussion, they voted six to five in the affirmative, and they voted to purchase for the society library a copy of Miller's *Lectures*.

It was the Boardman Society that started the custom of having a guest orator for the annual observance at Commencement, a custom continued until the last quarter of the century by the literary societies. The first orator, who graced the observance in 1835, was Stephen B. Page, then a student at Newton. After 1840 the oration took the form of a "missionary address."

The Boardman Society showed little vigor after 1843, but it was not until 1855 that it was dissolved and its library presented to the College. That, however, was not the end. In 1858 there occurred a stirring religious revival in Waterville, as a result of which a group of students decided to revive the society that had honored the name of the first missionary graduate. So, on June 4 of that year, "the students interested in the organization of the Boardman Missionary Society met in Dr. Champlin's recitation room, chose Everett Pattison president, and adopted a constitution."

The revived society set as its object "to aid each other in obtaining missionary intelligence, cultivate a missionary spirit, and unite Christians more firmly in fellowship and effort." Any student of the College who gave "evidence of piety in devoted Christian life" could become a member. The weekly program was to consist of a missionary biography, discussion of a question of strictly religious nature, and a religious essay. It was the duty of the treasurer to present during each term "a subscription paper for the cause of missions." The Society took special interest in the aroused public attention to Sabbath Schools and had a committee "to give supervision to Sabbath Schools in the vicinity of Waterville."

Among the subjects spiritedly debated was, "Will anyone who has never heard of the Messiah be finally saved?" After very heated argument, the vote went 8 to 6 in the affirmative. When the Civil War broke out, the Society debated, "Is it the duty of young men intending to enter the ministry to enlist in the war?" The decision was 9 to 3 in the negative. A few years later they decided that the call for missionary labor among the freedmen of the South was *not* more urgent than the missionary call to the foreign field.

In the 1870's the society manifested a missionary interest in the immediate vicinity. "After an expression of willingness and desire on the part of several members to undertake Christian work in neighborhoods outside the village, it was voted to enter upon such work at once."

In 1871 there had been organized the YMCA of Colby University. Its purpose and its programs proved to be very similar to those of the Boardman Society, except for the latter's emphasis upon missions. Hence in 1875 the two groups voted to merge into a single society known as the Boardman Missionary Society and YMCA.

In 1882 the joint society sent a delegation to the International Convention of the YMCA at Charlestown, Massachusetts, and the negro janitor of the College, Sam Osborne, was made a member. The next year saw a strong movement in favor of doing away with the Boardman Society altogether, and making Colby's one religious organization for men the YMCA. After months of negotiation, the matter came to an impasse, and on June 18, the missionary-minded members met in separate session and voted to reorganize separately the Boardman Missionary Society.



The revival was short-lived, however. On September 30, 1885, the Boardman Missionary Society disbanded and its funds were transferred to the treasurer of the YMCA. But even that second dissolution was not the end of the Boardman Society. Three times after 1885 it was revived, only to lapse again. But, in the early 1900's it showed sufficient strength to secure incorporation into the Commencement program of a Sunday evening service designated for many years as the Boardman Sermon.

Just before the Civil War another religious society had been established as a rival of the Boardman Society, the Pauloi, or the Society of Paul. The first item in its original record book tells us how it started.

Among a few professors of Christ connected with Waterville College during the fall of 1860, the project was earnestly considered of establishing some society which might bring them into a closer union with the Savior. A meeting was held at which J. A. Smith was president and Richard C. Shannon secretary. Shannon, having been called upon to read such suggestions as he had prepared on the character and aims of the society, complied. These, having been approved by the brethren, were ordered to be made the basis of a constitution.

Thus we learn that the actual originator of this sanctimonious society was none other than that Civil War officer, builder of railroads, ambassador to foreign lands, and donor of Colby's physics building on the old campus, Colonel Richard Cutts Shannon, 1862.

Upon becoming a member of Pauloi each initiate signed a solemn pledge that he would "faithfully attend every college prayer meeting, diligently perform every college exercise, and strive to avoid indulgence in all foolish and vulgar jesting." So saintly self-righteous did Pauloi become that, when the Society discussed "the true mode of baptism," Brother B--- was excluded from the discussion because of his "heretical views." They also voted not to increase their membership because such action would "have a tendency to lessen the feeling of responsibility that now prevails."

Such smugness could not last. The record for November 19, 1860, tells us: "Not much headway was made on the business of the meeting. The members were more inclined to consider the approaching examinations and prospects of teaching during the winter vacation." Enlistments in the Civil War were enough to close the society anyhow in 1862, but by its very nature it could not have survived much longer, war or no war.

One activity of Pauloi was, however, of lasting benefit. That was the society's religious work among the French Canadians in that part of Waterville known as the Plains. The record of a meeting on July 7, 1861, says: "Brother Dore spoke of his work among the French. Instead of being repulsed, he was gladly received. He gave an interesting account of his first meeting by the river side. He found their minds were benighted and that many parents as well as children could not read." Thus Pauloi picked up the work begun by Jonathan Furbush in the 1830's, a work in which many Colby students were devotedly engaged for half a century.

As early as 1824 there were undergraduates who were not content to see their societies restricted to religious interests. So there was organized the Antithesian Society. The name was changed a year later to the Social Fraternity, and in 1828 it became the Literary Fraternity and so remained until its dissolution in 1878.

In 1835 the Literary Fraternity was confronted with a rival, the Erosophian Adelphi, and for more than forty years the two societies existed, sometimes in friendly cooperation, at other times in cold war. Even after the founding of the Greek letter fraternities, the two older societies stayed on. Many Colby men were members both of a Greek letter fraternity and of one of the literary societies.

At first the Literary Fraternity had restricted membership, its constitution providing that "no person shall be admitted into the society who is not advanced one term in the freshman class, and the number elected from our class shall not exceed one half of that class." But when the Erosophian constitution provided that "any member of the College may become a member of this society by subscribing his name to the constitution and paying two dollars to the Treasurer," the Literary Fraternity had to meet the competition. This led to a clash with the faculty, when that body tried to get the two societies to divide each freshman class between them. Having amended their constitution to comply with that of the rival Erosophian, the Literary Fraternity voted that "if any member of this society decides that our constitution should be so altered as to admit only one-half of the freshman class, he shall be considered worthy of expulsion." When the faculty notified each society that it could initiate not more than one-half of the freshmen, there ensued an indignant meeting of the Literary Fraternity, the record of which ends with the secretary's battle cry, "Don't give up the ship!" The society firmly resolved that, "while we lament the circumstances in which we find ourselves placed by the late difference between this society and the government of the College, we believe that the course we have pursued is strictly proper and just, and we are therefore determined to maintain it to the end." Then they boldly voted to delete from their constitution the clause which required amendments to be submitted to the faculty for approval.

Matters came to a head in December, 1835, when the faculty suspended from College ten members of the Literary Fraternity for electing a man to membership contrary to the faculty regulations. What ensued is revealed in the society's records.

December 7, 1835. When it was learned that ten members of the society had been suspended for voting to make William Towne a member, the society voted to ask the faculty under what laws or what rule of justice it had suspended only those members who actually voted for Mr. Towne, while other members who approved and abetted that action, but were absent when the vote was taken, were not punished. Voted that the President of the Society give to each suspended member a document testifying to his regular standing and his moral character. Voted also that we do not comply with the proposal of the faculty that we waive our "supposed" rights till Commencement.

February 27, 1836. Voted that a committee of five be chosen to obtain legal advice respecting the rights of the society in the election of members.

March 22, 1836. Voted that we suspend till Commencement the exercise of our right to elect members without permission of the faculty, provided the suspended members be restored to good standing in the College.

The Erosophian Adelphi had been more amenable to faculty suggestions, perhaps because they had just been founded and wanted to get a good start under official approval. Their constitution stated: "The faculty shall have the power



to examine the records of the society and prescribe such regulations and so far control and restrain the society as in their opinion the interests of the College may require." Despite the lack of support from the Erosophians, the Literary Fraternity won a decisive victory. Why the faculty retreated from their position we do not know, but retreat they did. In the fall of 1836 each of the two societies was permitted to accept as many freshmen as cared to join, and for many years thereafter, in the record of each society, for the first meeting in the autumn, appears the statement: "Invitation to become a member of the society was issued to each member of the freshman class."

Just as the Philathea and Boardman societies had created libraries, so did both the Literary Fraternity and Erosophian. Their important contribution to library facilities at Colby will be discussed in a later chapter on the library. Here it is appropriate to note the two societies' contrasting periods of independence and of cooperation in respect to their libraries.

For some twenty years the Literary Fraternity insisted that "no person may supply another person who is not a member with any book belonging to the fraternity library, on penalty of a fine of twenty-five cents for each offense." The Erosophian Adelphi had as a regulation governing its reading room: "The room shall be open for the use of members only, daily except Sunday, from breakfast time till study hours, from dinner time till afternoon study hours, and from supper time till evening study hours." In 1849 the two societies voted to merge their reading rooms, but not their libraries, and Room No. 1, North College, was set aside as the Waterville College Reading Room.

Each society gave much attention to the furnishing and upkeep of its meeting room. In the years before 1850 there was plenty of room in the three college buildings, and the authorities allowed each group to have sole occupancy of a separate room. In 1832, the Literary Fraternity voted to purchase "oil and the necessary oil vessels." Thirteen years later they decided to purchase lamps and use the new "burning fluid." They decided to "buy settees and furnish green blinds for the windows on the river side, paper the walls and whitewash the ceiling." On another occasion they voted to put shades in the north windows, install a fireplace and hearth, and "set up a box for anonymous contributions."

The Erosophians were equally zealous. As soon as they were assigned a meeting room in 1835, they voted to buy a stove. In 1836 "Mr. Thomas was elected lamp-lighter." The record of September 14, 1836, tells us: "Some remarks being made respecting the purchase of an oil can, Brother Everett said he had several jugs and would present one to the society." When, upon their urgent request, the Erosophians obtained the use of No. 20 South College for their library, they voted to call it the Athenaeum of the Erosophian Adelphi, and they levied a tax of two dollars on each member to furnish it properly.

In 1838 the Erosophians, dissatisfied with their meeting room, though proud of their Athenaeum, passed the following vote:

Whereas the Erosophian Adelphi has suffered much inconvenience and real injury for the want of a suitable room for its meetings, and whereas in this respect we are not equally favored with the Literary Fraternity, be it resolved that we will, if possible, obtain the room adjoining the Athenaeum, now occupied by Mr. Caldwell, to be connected with the Athenaeum as our meeting place.

A petition to the faculty resulted in consent to connect Room 18 with Room 20, as the society had requested, and the Erosophians promptly voted to tax each member one dollar to provide furnishings. They named the room Erosophian Hall. Fearing that the College authorities might later change their minds, the society voted, "to procure from the Faculty or Trustees a writing by virtue of which we can hold the room as our lawful property." Placed in Erosophian Hall was the motto "*Meus noster ager est.*"

In 1845 the Erosophians thoroughly renovated their hall, making it resplendent with paint and paper and new furniture. On the evening of June 4 they held open house for students, faculty, and townspeople, after which they voted to thank their Building Committee for the excellent job, the ladies of the town who made the carpet, and Edward Mathews for a bookcase.

Spurred by the Erosophian success, the Literary Fraternity decided to make repairs on their own room. A committee reported that it would cost fifteen cents a yard to stucco the ceiling. They voted to do it, and also to plaster and stucco the walls. Not to be outdone by the Erosophians' carpet, they voted to buy one at Pray's Waterville store. A committee was instructed "to purchase lamps of the same kind or better than those of the other society." The carpet from Pray proving unsatisfactory, two members were commissioned to go to Boston to get a better one. Determined to improve upon the Erosophians' stove, they decided to install two stoves at a cost of fifteen dollars each. They even procured a chandelier with cut glass shades. Finally they voted "to purchase the best solar lamps for six dollars, to construct a bench for the president, to paint the woodwork as near as possible to the color of the other society's room, and to put in a new door with a new lock."

Into the meeting of both societies was introduced early what came to be called "the anonymous," a semi-humorous contribution satirizing members of the society. It gradually came to be so abused that its satire extended to outright slander, and its scope took in members of the faculty as well as students. It was undoubtedly these anonymous papers that led later to the annual publication of a scurrilous sheet by each sophomore class, to be distributed at the Freshman Reading exhibition. At first called *False Orders*, this publication developed into the *War Cry* of the early twentieth century. Despite sporadic attempts to control the anonymous contribution in both Erosophian Adelphi and Literary Fraternity, members were obliged finally to admit that it could not permanently be restrained and that it had to go. Before the Civil War it had disappeared from the weekly meetings.

As was common to such societies in all the colleges, the feature of each meeting was the discussion or debate. Two or three members were assigned to each side of a given question. After their opening discussion, any member could speak. Then the question was put to a vote of the house. Instead of dealing with trivial or even with local matters, as has often been alleged, the debates in those early societies were of national and even international concern. Nor were they, as has been equally alleged, the kind of undebatable question such as whether Washington was a greater man than Lincoln, or whether the pen is mightier than the sword.

In fact, the topics for debate in both societies provide us with a striking glimpse of vital issues of the time. Let us note some of the debated questions.

Would it be good policy for the New England states to be formed into a separate republic?



Are the Southern States justified in holding slaves? (1825) Decision was in the affirmative.

Was the United States justified in prosecuting the War of 1812?

Could the author of the Waverley novels have better employed his abilities?

Is dueling justifiable?

Has the Federalist or the Republican party rendered better service to the country?

Should immigration from foreign countries be encouraged?

Ought Universalists to be admitted as witnesses in courts of law?

Is the condition of free people of color in the United States preferable to that of those held in bondage? (1830) Decided affirmative, 7 to 5.

Was it good policy for the United States to commit the decision on the Northeast Boundary to the King of the Netherlands?

Ought Congress to interfere in the emancipation of the Southern slaves? (1831) Decided affirmative.

Is the Mexican War justifiable? (1847)

Are the principles of the present Democratic party consistent with those of Thomas Jefferson? (1850)

Are citizens of the United States bound to obey the Fugitive Slave Law? (1851)

Will the liquor law passed by the late Maine legislature be beneficial to the cause of temperance? (1851)

Is it in the interests of the State of Maine to establish an agricultural school? (1853)

Ought Mormonism to be suppressed by the government? (1857)

Has Congress power to prohibit slavery in the territories? (1859)

Would two independent governments formed from the United States be more favorable to the interests of the people than one government? (October, 1862)

Is the amendment to the Constitution to abolish slavery throughout the United States an infringement upon the rights guaranteed to the slave-holding states? (September, 1864. Decided in the affirmative by a vote of 9 to 8.)

Like the Boardman Society, both the Literary Fraternity and the Erosophian Adelphi held an anniversary observance. At first the Literary Fraternity selected two of its undergraduate members to serve as orator and poet, then extended the practice to include one or more of its honorary members, who were usually leading citizens of Waterville. After the organizing of the Erosophian Adelphi in 1835, the two societies tried to outstrip each other in the prominence of their orator and poet.

When competition with the Erosophians made it impossible for both to have use of the Baptist church on the same evening, instead of choosing different dates,

the two societies at first agreed that neither would use the church, but would hold their anniversaries in rooms at the College. In 1837 the Literary Fraternity voted to hold its anniversary "in the Declamation Room, that a band of musicians be invited to play, and that a committee be appointed to provide refreshments."

Both societies aimed high in their annual selection of orators and poets. At one time or another each invited Henry W. Longfellow, John Greenleaf Whittier, Oliver Wendell Holmes, James T. Fields, James Russell Lowell, and other prominent authors to read an original poem for the anniversary, but all of those noted men respectfully declined. Likewise invitations for orator were unsuccessfully extended to Daniel Webster, Rufus Choate, Edward Everett, and Horace Mann.

In the ten years during which the two societies held separate anniversary exercises before their agreement to hold joint celebrations, beginning in 1844, the Erosophian Adelphi was strikingly more successful than was the Literary Fraternity in securing prominent speakers. In 1838 the Erosophians secured the Rev. Mr. Curtis as orator and Rev. M. A. DeWolf Howe as poet. They came near to losing Curtis, but were saved by the energetic action of their most persistent member, Benjamin F. Butler, who was then a senior in college. Only a few weeks before Commencement, Curtis reneged on his agreement to deliver the oration. Butler succeeded in pacifying the Massachusetts statesman, who came to Waterville and delivered the oration as advertised.

It was in 1841 that the Erosophians obtained the most prominent orator ever to speak before either society or at any of their joint observances. At the invitation of Erosophian Adelphi, Ralph Waldo Emerson came to Waterville.<sup>1</sup> Interestingly enough the society's first choice was not Emerson, but a leading Waterville citizen, Wyman B. S. Moor, who a few years later would be representing Maine in the United States Senate. When Moor did not accept, Emerson was the second choice. The Erosophian minutes for April 7, 1841, state: "Listened to the reading of a letter from Mr. Ralph Waldo Emerson, indicating that he would accept the invitation to deliver an oration before us at our next anniversary. Voted to invite the Literary Fraternity to walk in procession with us at our annual celebration."

On August 11, 1841, Emerson delivered in Waterville, for the first time, his oration, "The Method of Nature." Two weeks earlier the Concord sage had written to Carlyle in England: "I am writing an oration to deliver to the boys in one of our little country colleges. You will say I do not deserve the aid of any muse. Oh, but if you knew how natural it is for me to run to these places! Besides, I am always lured on by the hope of saying something that will stick by the good boys."

Edwin Percy Whipple, in his *Recollections of Eminent Men*, tells of his conversation with Emerson about that visit to Waterville.

On one occasion I remember saying to Emerson that of all his college addresses I thought "The Method of Nature," delivered before the Society of the Adelphi, in Waterville College, Maine, was the best. He then gave me an amusing account of that lecture. A considerable portion of the journey from Boston to Waterville had to be made by stage. The vehicle arrived late in the evening, with the passenger travel-sore and weary. Almost all the inhabitants of Waterville had gone to bed. There seemed to be some doubt as to the house where Emerson was supposed to spend the night. "The stage driver," said Emerson, "stopped at one door and rapped loudly. A window was opened and something in a nightgown asked what he wanted. The driver replied that he had a man who was to deliver the oration tomorrow, but the nightgown disappeared



with the chilling remark that he was not to stay at that house. Then we went to another, and still another, rapped, saw similar nightgowns and heard similar voices at similar raised windows, and it was only after repeated disturbances of the peace that the right house was hit, where I found a hospitable reception. The next day I delivered my oration, which was heard with cold, silent, unresponsive attention. The address was really written in the heat and happiness of what I thought a real inspiration, but all the warmth was extinguished in that lake of iced water."<sup>2</sup>

Emerson may have been more to blame than he was willing to admit for the cold reception. The oration was couched in such abstract terms, with so few concrete references, that it would have been tough meat for an audience far more sophisticated than those Waterville students and citizens. Dr. Holmes wrote, "There are many expressions in this address that must have sounded strangely and vaguely to his audience." Even Carlyle did not wholly approve: "I desiderate some concretion of these beautiful abstracts. It seems to me they will never be right otherwise." The earliest contemporary account of that oration is contained in the *Zion's Advocate* story of the Waterville College Commencement in 1841.

The oration, like all the productions of the author, was a perfect original — a genuine literary curiosity. The subject propounded for discussion was "The Method of Nature," which, in the mystic language of the school to which he belongs was defined to be *ecstasy*. What is meant by this, it might puzzle anyone to ascertain, who has not an uncommon share of the divine-human within him, and as I lay no claim to this distinction, I shall not attempt to develop its meaning. To say that there was not much thought, much poetry, and much shadowing forth of truth in a dim symbolical manner would be doing injustice to the performance, but why one should prefer to stop with the shades of truth, rather than seize at once upon truth itself, I cannot imagine.<sup>3</sup>

Who wrote that criticism of Emerson's oration? It came from the pen of the editor of *Zion's Advocate*, Joseph Ricker, who had come to that editorship directly following his graduation from Waterville College in 1839. He had personally attended the 1841 Commencement and had heard Emerson speak from the pulpit of the Baptist Church. It should not be concluded that the 27 year old Ricker was either brash or ignorant when he criticized the 37 year old Emerson. Perhaps the editor's language was a bit caustic, but much of Emerson's lecture had indeed been strange and vague.

Another person who heard the oration was John B. Foster, then a sophomore in the College, who years later told Arthur Roberts that, at the time he had little comprehension of what Emerson was talking about, but that he did remember two things: the orator's nose and the fact that every time he turned over a page of his manuscript he seemed to begin to treat an entirely new subject.

Emerson came again to the College for a similar occasion in 1863. By that time the two societies were observing their anniversaries jointly, one selecting the orator, the other the poet. It was again the Erosophian Adelphi who secured Emerson, whose fame had increased considerably since 1841. This time his subject was "The Man of Letters." It was much more specific and concrete than had been "The Method of Nature," and it showed greater maturity both in thought

and expression. But it seems that, not even in the midst of the Civil War, was a Waterville audience ready for the *deep* thinking of the great man from Concord.

In 1863 Emerson spoke in Waterville on the same month and day as in 1841 — August 11. The chosen poet on the same program was Samuel Francis Smith, author of "America," who had been pastor of the Baptist Church and Professor of Modern Languages at the College from 1834 to 1841. The local newspaper, the *Waterville Mail*, made a comparison between the oration and the poem that was hardly complimentary to Emerson.

Mr. Emerson's epigrammatic style of writing is no more peculiar than his oratory; and though he is a forceful speaker, one is not surprised to find his delivery far from smooth and graceful. He stands before you, a figure of sharp angles, with a marked face and head, indicative of character. Possessed by great thoughts that struggle for utterance, his sentences are jerked forth abruptly. He fires no blank cartridges; he sends up no blazing rockets; but his solid shot, though of tough and well compacted metal, are hurled forth straight to the mark, and you feel that all that is not founded in eternal truth must crumble before the powerful fire.

Dr. Smith's poem had one great merit — brevity; and it might be said, by no means disparagingly, that it was not too good for the occasion. The versification was smooth and easy, the sentiment pure and elevated, and it enforced a good lesson—labor and wait. The punning allusions to General Benjamin Butler were received with especial favor. While far from being a great poem, this much can be said: *Dr. Smith did what Emerson failed to do; he stilled the audience.*<sup>4</sup>

Although, after 1840, each society usually attended the other's anniversary in a body, nothing came of repeated attempts for a joint celebration until 1844. Then the Literary Fraternity voted to concur with Erosophian Adelphi in a joint celebration provided "we can have Mr. Bronson for orator." The Erosophians agreed. When the date arrived, the order of march caused such dispute as nearly to wreck the enterprise. The previous agreement to have "the two societies march promiscuously by classes" was invalidated, and after a long wrangle it was decided that "the society having the marshal shall march in front." It had already been decided that the Literary Fraternity should name the orator, and Erosophian Adelphi the poet. Choice of marshal was decided by lot and was won by the Erosophians. In 1845 the two societies voted to make permanent the practice of holding a joint anniversary. In that year Erosophian chose the orator, and LF had the poet and marshal. That plan of alternation continued for the subsequent thirty years of the anniversaries. In 1848, the Erosophian secretary informed the the orator, Rev. J. J. Caruthers of Portland, that the orator and poet usually spoke from the pulpit unless they preferred the platform.<sup>5</sup>

Sometimes the anniversary itself nearly came to grief because of difficulty in securing the guest speakers. In 1854 the Erosophians voted that if Mr. Stone should refuse the invitation to be orator, the society would insist upon the selection of Mr. Baker, although they admitted it was LF's turn to choose. The Erosophians notified LF that, if the orator was not to be either Mr. Stone or Mr. Baker, there would be no joint celebration. On the whole, however, the joint anniversaries passed off very well, the common reading room was a success, and the occasional tiffs between the two societies created no permanent grudges.



As early as 1838, both societies had contributed toward music for Commencement. That music was furnished by no orchestral trio, but by a brass band. In 1852 the societies became solely responsible for the Commencement band, and sought to pay a major part of the expense by selling tickets to a band concert to be given on the evening following the graduation exercises. Here are the Erosophians votes concerning that event.

June 2, 1852 — Voted to employ Bond's Band of Boston for Commencement, at a cost of \$200. Appointed a committee to confer with one from the Literary Fraternity concerning this band. Voted that the committee, together with one from the Literary Fraternity, arrange all matters in relation to the concert.

June 14 — Voted that, for the coming concert by Bond's Band, a single ticket be given to each member of the two societies, and that arrangements be made to sell the tickets to pay expenses of the band, the net proceeds to be divided one-half to each society.

As late as 1867, when three Greek letter fraternities had already been established at Colby, the two older societies were still so strong that in that year the Erosophians voted "to concur with the Literary Fraternity in dividing all commencement expenses between the two societies in proportion to membership, and to invite non-members of the societies to assist in paying the expenses of Commencement."

When the end came to both societies in the 1870's, it was Erosophian Adelphi that first became inactive. Its records show no formal dissolution, but its last recorded meeting was held on November 16, 1875. Concerning the Literary Fraternity, however, the record is complete. The society began hopefully the college year of 1878-79 by inviting all freshmen to become members. On September 17, 1878, decision was reached "to hold a public meeting three weeks from tonight." On the very next day, September 18, the Literary Fraternity passed its final, funeral vote:

Whereas the meetings of the Literary Fraternity have not been well sustained for a number of years, and a large number of its members manifest little interest in its welfare, Resolved, that the property of the Literary Fraternity, including the library, be given into the hands of the College, and that the Literary Fraternity is hereby dissolved sine die.

Who were some men of later prominence who led the activities of the two societies through the half century of their existence? Besides Benjamin F. Butler, who was their spark plug in 1836-38, the Erosophian presidents included Charles E. Hamlin, 1847, later Colby's noted Professor of Natural History; William S. Heath, 1855, a Civil War casualty for whom the Waterville post of the G.A.R. was named; Josiah Drummond, 1846, famous Maine attorney; Leonard Swett, 1846, friend of Abraham Lincoln and player of a prominent part in the Republican convention at Baltimore in 1864; Harris Plaisted, 1853, Governor of Maine; Edward W. Hall, 1862, Colby's distinguished librarian; William Penn Whitehouse, 1863, Chief Justice of the Maine Supreme Court; and Julian D. Taylor, 1868, Colby's beloved Professor of Latin.

The Literary Fraternity boasted such names as two prominent citizens of Waterville, Isaac Redington, 1827, and Moses Appleton, 1830. It included also Harrington Putnam, 1870, New York judge; Moses Ricker, 1869, for whom Ricker Classical Institute at Houlton was named; Nathaniel Butler, Jr., 1873, who became one of Colby's best known presidents; Leslie C. Cornish, 1875, Chief Justice of the Maine Supreme Court; and Charles F. Johnson, 1878, United States Senator from Maine.

During those critical years in Colby history, from 1824 to 1878, the Literary Fraternity and the Erosophian Adelphi were academic assets rather than social liabilities. More than any other influence, they mitigated the dreary routine of memorite classroom recitation. Their discussions were on serious subjects of national significance, and their libraries and reading rooms provided the students with books and periodicals not found on the sermon-filled shelves of the college library. During that half-century Colby was more truly an institution of higher education because of the existence of its two student societies.





## CHAPTER XLII

### *Fraternities and Sororities*

THE secret Greek letter fraternity got its start in America with the formation of Phi Beta Kappa in 1776, but that society long since abandoned its secret and its social features to become strictly an honorary scholastic society, taking into membership only the highest ranking students in colleges and universities where the society had chartered chapters. The beginning of the social fraternities on college campuses therefore dates from 1821, with the organization of Chi Delta Theta, followed in 1824 by Chi Phi and in 1825 by Kappa Alpha. Tenth in order of its foundation among American college fraternities was Delta Kappa Epsilon, founded at Yale in 1844. Only a year later that fraternity organized the first fraternity chapter at Colby.

During the winter vacation in 1844-45, Walter Hatch, a Colby student in the class of 1847, was approached by a member of the recently formed DKE chapter at Bowdoin with reference to forming a chapter at Colby. When classes were resumed in Waterville, Hatch conferred with several friends. The group selected a number of names and approached each in the utmost secrecy. Considerable correspondence with the Bowdoin chapter ensued. Negotiations were conducted through Josiah Drummond, 1846, who, though not yet graduated, was on leave to teach the term at China Academy. Drummond made weekly trips to Waterville and almost as frequent trips to Brunswick. The result was the forwarding of a petition to the parent chapter of DKE at Yale. The petitioners were two members of the Class of 1846, Drummond and George Stanley; four of 1847, Walter Hatch, Henry Ware, Gilbert Palmer, and David True; and two of 1848, Ephraim Young and Horatio Butterfield.

The charter was immediately granted on June 25, 1845, but it was not until a year later, on June 25, 1846, that the chapter was formally organized, when W. F. Jackson and John H. Fogg of the Bowdoin chapter initiated nine members into the Xi chapter of DKE at Waterville College. The nature of the initiation ceremony may be inferred from the fact that it was performed in a college dormitory without the other students having any inkling of its occurrence.

At first the Deke meetings were held alternately in Rooms 1 and 27 North College, but in 1849 the fraternity opened quarters in the Boutelle Block on Main Street. In 1876 they moved to more spacious quarters in the Ticonic Block. At last, in 1896, they became the first Colby fraternity to own their own home. On the east side of College Avenue, across from the head of Getchell Street was the large, relatively new house owned by Daniel Wing, proprietor of the Waterville *Mail*. Wing offered the house for sale, and A. F. Drummond and Harvey D.



Eaton, on behalf of the DKE House Association, bought the building for the fraternity at a cost of \$6000. Drummond and Eaton held the deed for 42 years until 1938, when the DKE House Association was dissolved and the DKE Corporation took its place. A successful campaign resulted in paying off the mortgage of \$4000 which had been placed in 1896. In 1945, when the entire college was eager to move to Mayflower Hill, the DKE House on College Avenue was sold to the American Legion.

The Colby chapter of Delta Kappa Epsilon celebrated its hundredth anniversary in 1946, with Supreme Court Justice Charles P. Barnes, 1892, presiding, and the historical address by Harvey D. Eaton, 1887.

Just as a rival literary society in the form of Erosophian Adelphi had soon sprung up to compete with the Literary Fraternity in the 1830's, so were students in the 1840's not content to leave DKE without competition. In 1849 a small club was organized under the name of Alpha Omega, and its leader, Thomas Garnsey, soon made contact with several national fraternities. Although a number of national groups were interested, the boys of Alpha Omega chose to present their petition to Zeta Psi. On November 19, 1850, two members of the Zeta Psi Chapter at Williams came to Waterville and initiated fourteen students of Waterville College into Chi chapter of Zeta Psi.

Colby Zetes later installed chapters at Dartmouth, Union, Michigan, and Bowdoin. The grand chapter of the fraternity once convened in Waterville. From the foundation of the Rhodes Scholarship until 1960 Colby had only four Rhodes scholars, and three of them were Zetes: Abbott E. Smith, 1926; John G. Rideout, 1936; and William C. Carter, 1938. Another member of the chapter was Colby's centennial historian, Edwin C. Whittemore, 1879.

The Zetes first met in the Marston Block on Main Street, then moved to the Phoenix Block near the corner of Main and Temple Streets. A third move took them to the Meader Block, whence they went to the Barelle Building near Castonguay Square, and finally to the Burleigh Block at Temple and Main Streets, before their location on the old campus, under the plan adopted in 1906. In their home in South College, for many years their beloved house mother was "Ma" Welch.

Secret societies, even the Masons, did not meet with universal approval in the 1840's and 1850's. The wide-spread anti-masonic movement had won many converts and was playing a part in national politics. It was inevitable, therefore, that secret college fraternities should fall under vigorous attack. In 1851 Daniel Wilcox, a student at Amherst, formed a non-secret group there, encouraged the organization of a similar group at Williams, and united the two groups into the Antisecret Confederation. "Those men at Amherst and Williams had lately experienced harsh treatment at the hands of the secret societies, the members of which had become openly hostile to all non-fraternity men."<sup>1</sup>

In July, 1852, upon urging from Wilcox, a group of students at Waterville College formed an antisecret society called the Equitable Fraternity, and they were at once admitted by Amherst and Williams into the confederation. When the confederation became the national fraternity of Delta Upsilon it for a long time retained its non-secret character, but by 1910, although officially still non-secret, it had come to be considered as one of the usual Greek letter fraternities.

Delta Upsilon met at first in one of the college rooms, but later moved to a hall on Main Street. Between 1855 and 1862 the chapter initiated 81 members. In 1861 it was host to the DU General Convention. The Civil War, creating



difficulties for all Colby fraternities, was especially hard on Delta Upsilon. In 1864 the fraternity was forced to disband, and for the following 14 years it was inactive. The good feeling that existed among rival fraternities at Colby is shown by the fact that, when the DU chapter was revived in 1878, it was the work of a former Deke. "Through the efforts of James Jenkins, 1879, a former member of Delta Kappa Epsilon, and with the encouragement of the Colby chapter of DKE, a group of Colby students applied for restoration of the Colby chapter of Delta Upsilon, and in the autumn of 1878 the application was granted."<sup>2</sup>

One of DU's best known alumni was the Maine poet and novelist, Holman Francis Day, 1887. When the fraternity celebrated its fiftieth anniversary in 1902, a prominent participator was the President of the College, Charles Lincoln White, who was a member of the Brown chapter of Delta Upsilon. For many years, during DU's occupancy of the south end of North College, their devoted house mother was Amelia Osborne, daughter of Sam Osborne, the colored janitor of the College from 1867 to 1903.

After the organization of DU, three fraternities held sway on the Colby campus for 32 years. In fact, not until the 1880's did enrollment justify the coming of a fourth fraternity. Thus, for a third of a century, DKE, Zeta Psi, and DU fought for pledges from each freshman class. In 1882 a group of Colby students, either rejected by or unwilling to join one of the three fraternities, established a local society called Logania and rented a hall on Main Street. In February, 1884, that society's corresponding secretary Edward Fuller wrote to the national office of Phi Delta Theta, asking information concerning proper steps to obtain a charter from that fraternity. He told the Phi Delt office that, after a study of the publication *American College Fraternities*, his group had decided to apply to Phi Delta Theta. On March 15 formal application was made by twelve petitioners headed by Elwood Dudley, 1884. One of the twelve was Woodman Bradbury, 1887, who later became the distinguished professor of homiletics at Newton Theological Institution and was for many years a Colby trustee. The charter was granted on March 22, 1884, and the initiation of Colby men into Phi Delta Theta, together with the installation of the Colby chapter, took place in the following October. The ceremonies were followed by a banquet at the Williams House, a Waterville hostelry that had stood on Main Street, opposite the foot of Silver Street, since early in the nineteenth century.

During its first twenty years membership in the Colby chapter of Phi Delta Theta never exceeded twenty-five. In 1901 it was reduced to fifteen members, but when it began its third decade in 1905, it numbered thirty-five and thereafter remained one of Colby's strongest chapters. In 1905 it had the distinction of having Colby's first Rhodes scholar, Harold W. Soule, as well as the runner-up for that appointment, Arthur L. Field.

When three of the fraternities were allowed to occupy exclusive quarters in the "old bricks"<sup>3</sup> in 1907, Phi Delta Theta was not among them, because that fraternity had been given permission to occupy a building known as Hersey House, which had been moved from a former location to the southwest end of the athletic field, near the old wooden grandstand. In 1908 the Phi Delt made a deal with the College to occupy Ladies' Hall, the building at 31 College Avenue, recently vacated by the girls because of the opening of Foss Hall. So it was in the fall of 1908 that two new occupants took residence in the adjoining houses at 31 and 33 College Avenue. President Roberts, himself a Phi Delt, went into the President's House at Number 33, and his old fraternity moved into Number 31. At times



those fraternity brothers of his made the nights noisy for the new President, but they remained good neighbors until Roberts' untimely death in 1927. In that old building, formerly the only dormitory for Colby girls, Phi Delta Theta had its home until World War II and the subsequent removal to Mayflower Hill.

In 1891 a group of students felt the time had come for a fifth fraternity. They met in a fourth floor room in the south end of South College on December 2, for the purpose of "mutual support and benefit, and of ultimately uniting with some national Greek letter fraternity." The first president of the local group, which was called Beta Upsilon, was Wellington Hodgkins, 1893, and the secretary was Arthur H. Berry, 1894. Their first approach for national affiliation was to Theta Delta Chi, but nothing came of the negotiations. In June, 1892, they turned to Alpha Tau Omega. A charter was granted and on June 25, 1892, the Gamma Alpha chapter of ATO was installed at Colby by a delegation from the chapter at the University of Maine, and twelve Colby men were initiated into ATO. The subsequent strength of ATO, in its early and highly competitive years, was due in no small measure to the proximity of several early alumni: Dr. Frank Tozier at Fairfield, Dr. Robert Mahlman at Madison, and George Hoxie at the Waterville post office, all members of the Class of 1894.

The new fraternity at once rented a room in a downtown block — a tiny room only twelve feet square with a small closet — at a cost of five dollars a month. It held on to those meager quarters until it took occupancy of the north end of South College in 1907.

Like other Colby fraternities, ATO had its times of supremacy and its times of depression. One of its alumni used to say that every Colby fraternity follows a kind of sine curve, and if it is on the crest it had better prepare for the day when it will be in the trough. In 1900 such disharmony prevailed in the ATO chapter that not a single member of the Class of 1904 was initiated. Matters became so bad that national officers came on the scene. The fraternity was locked out of its hall for failure to pay the rent, and had to hold its few meetings in dormitory rooms. By the fall of 1901 the chapter was in grave danger of losing its charter. Somehow a small group held on until the fall of 1902, when three men, Fenwicke Holmes, Frank Wood, and Millard Fitzgerald pledged a good delegation of freshmen and the chapter was saved.

ATO was long represented on the faculty and administrative staff of the College. At one time the Chairman of the Trustees, the Vice-President, the Dean of the Faculty, the Dean of Men, and the Alumni Secretary were all ATO's. In all fairness it should be added that such a situation meant no favors for ATO. Actually it was a time when the chapter had less strength than it had shown many years earlier, when there was one lone ATO on the staff. Unlike DKE, ATO never furnished a president for the College; unlike Zeta Psi, it never gave a secretary to the Board; unlike DU, it never had a Major General of the U. S. Army; and unlike both Zeta Psi and Phi Delta Theta, it never had a Rhodes scholar.

In 1912 all but a handful of Colby male students belonged to one or another of the five fraternities. That handful remained unorganized and without either privileges or influence. So there was founded the Colby Commons Club, to assure to the independents a voice in campus affairs. It flourished for five years, welcoming especially into membership men of those races rejected by the restrictive constitutions of most of the national fraternities. In this historian's own class was a colored man, Aaron MacGhee, who became a prominent Harlem surgeon, but in his student days at Colby only the Commons Club would accept

him into membership, and he became one of its most active and most influential members.

All too often it has been the fate of an organization of independents on a college campus to go the way of the Greek letter fraternities, first to become a local, then affiliate with a national body. That is what happened to the Commons Club, and though the change strengthened the local group, it damaged the cause of the independents. In 1917 the Commons Club became a local fraternity called Omicron Theta, with the avowed object of petitioning some national fraternity for a charter. It became a chapter of Lambda Chi Alpha in 1918.

It was LCA that suffered the greatest affliction ever to hit a Colby fraternity. When fire swept through their quarters in the north end of North College on a December night in 1922, five members of the fraternity lost their lives. The full story of that tragedy has been told in Chapter XXXII.

Rapidly Lambda Chi Alpha took the lead in scholarship. In 1932 it won permanent possession of the Druid Cup for several years of highest scholastic standing among Colby fraternities. But like every other fraternity, LCA had to encounter troughs as well as crests of the sine curve, and soon it had to surrender scholastic laurels to an even newer group.

Lambda Chi Alpha would be distinguished in Colby history if it had done nothing else than to give "Pop" Newman to Colby. Herbert L. Newman, 1918, literally gave his life for the College. As head of its religious activities for nearly a quarter of a century, he was a daily example of the Man of Nazareth, living his life constantly for the benefit of others. Many Colby graduates, scattered over the continents of the earth, owe their allegiance to high ideals and their achievement of worthy aims to "Pop" Newman.

In 1924 a group of students led by Herbert F. Colby, 1925, organized a local fraternity called the Lancers Club. It later secured a charter from Theta Kappa Nu, became prosperous, especially under the leadership of Harry B. Thomas, 1926, rented the luxurious property known as the Hussey estate, next door to the Waterville Central Fire Station. A few years later the national fraternity of Theta Kappa Nu merged with Lambda Chi Alpha, and every Colby TKN alumnus then had the privilege of the new affiliation, and Lambda Chi Alpha profited by the strength of both groups.

In 1918, the year in which the old Commons Club had become Lambda Chi Alpha, a new local was formed, called the Alpha Fraternity. Not until 1926 did it "go national," and then it affiliated with a group that had been organized at nearby Middlebury College only twenty years earlier. For several years after its national affiliation, Kappa Delta Rho occupied quarters in Roberts Hall; then with the help of its faculty sponsor, Professor Thomas Ashcraft, a man of successful experience in real estate, it purchased the Davis mansion near the junction of Elm and Silver streets. The house had been one of the most magnificent residences in Waterville and gave the KDR by far the most elegant fraternity home among all the Colby chapters. Despite its distance, a full mile from the campus, KDR had no difficulty securing its pick of pledges, and the results soon became apparent. Like LCA before it, KDR was determined to secure a reputation for scholarship. It wrenched the new Druid Cup from its newest rival and retained it for nineteen consecutive semesters. It held the editorship of the *Echo* for three consecutive years.



Inevitably KDR, like all the others, followed the sine curve. It fell upon poorer days and eventually had to give up its fine house. When Colby men moved to the Hill, KDR barely survived, but in a few years had so renewed its strength that it held its own in all interfraternity activities and was looking confidently toward the day when it too would have its own house among those erected on Mayflower Hill.

The most bitter and prolonged controversy ever to invade fraternity life at Colby concerned official recognition of what is now one of the strongest of the houses, Tau Delta Phi. Since the 1880's Colby had welcomed Jewish students without discrimination. Many of those students had been initiated into the existing fraternities, despite actual or assumed discriminatory clauses in their national constitutions. For instance, several of the most active and most loyal of the ATO alumni have been members of the Jewish faith.

At the close of World War I a powerful group of the oldest American fraternities tightened the discriminatory clauses in their constitutions and began a systematic campaign to enforce those clauses upon their chapters. Even fraternities that had no such clauses became reluctant to accept Jewish members. Meanwhile the number of Jewish boys in each Colby freshman class increased. The College steadfastly refused to discriminate against them by a quota system.

In the autumn of 1918, even before discrimination had become obvious in fraternity pledging at Colby, seven Jewish boys of good scholarship and fine character decided the time had come to organize a group of their own. Led by Julius Sussman, 1919, they organized informally, then sought permission to form a local fraternity. President Roberts granted the request, and in June, 1919, the Trustees voted permission for the formation of a new local fraternity. The group took the name of Gamma Phi Epsilon.

Permission from college authorities was one thing; recognition by the existing fraternities was something else. Without such recognition Gamma Phi Epsilon could not secure membership in the so-called honorary societies, competition for interfraternity prizes, membership on the student council, or participation in the interfraternity social calendar. In the opinion of undergraduates of every twentieth century generation, not to be on a par with other groups in respect to holding dances is a crushing blow.

In 1921 the faculty was drawn into the controversy, and appointed a committee to investigate the *proposed organization* of a Jewish society or club at Colby. They conferred with two students, LeWinter and Feldman, who asked for faculty recognition and for permission to affiliate with the national fraternity, Pi Epsilon Phi. The committee told the representatives of Gamma Phi Epsilon that recognition of a new fraternity had been clearly left to the existing fraternities, and that such had been the case when the Commons Club became Lambda Chi Alpha. Hence the committee advised the members of Gamma Phi Epsilon to petition the Student Council for recognition, and in the meantime to cease their efforts toward admission into a national fraternity. The representatives of Gamma Phi Epsilon agreed that this was the proper method and promised to comply with it. Honorably and faithfully they adhered to that promise.

The committee found the members of the Student Council unanimous in opposing recognition of a Jewish fraternity and insistent that Colby already had a sufficient number of fraternities. The faculty committee then made a suggestion to the council that was to have great importance for the future development of Gamma Phi Epsilon. The committee proposed the conditional acceptance of

Gamma Phi Epsilon into college activities, the condition being that it should be a fraternity "not founded upon religious or racial lines." The proof of its freedom from those features was to be the membership of a certain percentage of non-Jewish men. The Student Council rejected the faculty proposal, but the committee suggestion was not forgotten, and the time eventually came when the Colby chapter of Tau Delta Phi, national successor to Gamma Phi Epsilon, regularly numbered men of different races and faiths. In fact, of all Colby fraternities, Tau Delta Phi was the most liberal in its acceptance of Negroes and Orientals, as well as of Christian whites.

The long struggle of Gamma Phi Epsilon for an equal place among the other fraternities was aggravated by the unrealistic view of the faculty and administration. In those official circles there prevailed the sincere and logical view that no segregated group should be permitted such permanent organization as would ensue with the chapter of a distinctly Jewish national fraternity. As one faculty member put it, "We don't want a Knights of Columbus fraternity nor a Baptist fraternity, a Negro fraternity nor a Chinese fraternity; not even a fraternity made up of Sons of the American Revolution." Many faculty members insisted it should be the duty of every Colby fraternity to accept members on individual merit, regardless of race or religion.

The idea was noble; its realization was out of the question at that time. Even had every Colby fraternity been willing to be so liberal, several of them would have lost their national charters by such action, and it would be many years before the great anti-discrimination movement would so sweep American campuses that chapters would give up their charters rather than conform to discriminating constitutions. If the existing Colby fraternities would not accept Jewish members, no matter how high the individual merits of those boys, had not the Jewish boys a right to form their own fraternity? The question was as simple as that. If Jewish students were acceptable into the College, had not the College an official obligation to see that they received fair treatment outside, as well as inside the classroom? That second question was by no means simple, for it encountered a long tradition of student autonomy in the social recognition of student organizations.

On February 14, 1924, the Waterville *Sentinel* stated that Gamma Phi Epsilon had been granted formal recognition by the Colby faculty. The faculty at once received a vigorous protest from the Student Council. The faculty replied that the *Sentinel* was in error and that the matter stood just as it had stood for more than a year; namely, that while the faculty considered Gamma Phi Epsilon worthy to enjoy the same privileges as the other fraternities, it did not lie in the power of the faculty to grant campus recognition.

Gamma Phi Epsilon petitioned the Student Council for recognition year after year. It came within one vote of success in 1931, but lacked the necessary three-fourths. At last recognition was secured on November 21, 1932, when Carroll Pooler, 1933, Secretary of the Student Council, notified the faculty that "Gamma Phi Epsilon, by vote of the requisite three-fourths of the fraternities, is now entitled to all the rights and privileges enjoyed by the eight national chapters at Colby College, including the right to affiliate with a national fraternity." On December 14 the faculty voted that "Gamma Phi Epsilon is now granted formal recognition and the right to petition for a charter from an approved national fraternity."

Meanwhile the national Jewish fraternity Tau Delta Phi had taken notice of the local group at Colby. That fraternity presented a superior appeal to the college offices as well as to the boys of Gamma Phi Epsilon, because Tau Delta Phi



had no discrimination against non-Jewish members. In fact it made it a policy to encourage its chapters to accept persons of all races and creeds solely on individual merit. The Dean of Men, who since the creation of that office in 1929 had been a vigorous supporter of the group's claim to recognition, urged affiliation with Tau Delta Phi. That affiliation was accomplished by the installation of the Colby chapter on February 11, 1933. From that day the fraternity held equal status with the others. It frequently captured the scholarship cup, secured its share of editorship and other offices, and held its own in athletics. It made a point of special pride to show no discrimination because of race, color, or religion.

#### FRATERNITIES ON MAYFLOWER HILL

When, in the 1930's, the time had come to consider the status of fraternities on the new campus, a number of questions confronted the authorities. Should there be fraternities at all on Mayflower Hill? If so, how should they be housed? If in chapter houses, should those houses be on college or privately owned land? Should the college assist in financing fraternity houses?

The whole matter of the housing of male students on the new site was thoroughly studied for more than a year by a committee of twenty-one persons, headed by Trustee Chairman George Otis Smith. On that committee were the Dean of Men, the College Treasurer, representatives of the faculty and of the Alumni Association, two trustees besides Dr. Smith, and a representative of each Colby fraternity.

From the time of its first meeting, the committee found several of its members opposed to the continuance of fraternities on Mayflower Hill. As the investigation continued and it became known that three of the fraternities already had substantial funds laid aside toward eventual construction of their own chapter houses, while another already owned valuable property on College Avenue, a large majority of the committee became persuaded that Colby should continue the fraternity system. The final vote was 19 to 2.

The committee was unanimous in opposition to permanent, or even long-range fraternity housing in the dormitories, and recommended that quarters in the new dormitories on the Hill should be assigned only to such fraternity groups as could give assurance of erecting their own house within a reasonable period, preferably within five years. The committee further recommended that fraternities able and willing to build houses should be required to locate them on college property, and because that would legally give the College ownership of the buildings, it was proposed that a careful agreement, drawn up between the College and the fraternity corporation should protect the latter in permanent occupancy. Another important recommendation was that a house mother should be required in each fraternity house, and that construction plans should include a private suite for her residence.

The Trustees accepted completely the recommendations of the Committee of Twenty-One, and voted that the College would enter into agreement with each individual fraternity to loan one-half the cost of the house, provided the whole cost did not exceed \$45,000. The terms would provide amortization at 4½ per cent over a period of thirty years. The College would agree that, as long as the fraternity desired to do so and continued to maintain standards required by its national office and by the College, and met its financial obligations, it should be permitted the right of sole occupancy of the house. Financing, both of amortiza-

tion of the loan and of current operations, would be handled through the office of the College Treasurer. Careful estimates would be made annually, in advance, covering costs of service, insurance, water, heat, lights and house mother. That total, added to the annual amortization charge, would show the amount for which the fraternity must be responsible to the College during the ensuing year. The annual charge would be collected by a uniform fee, decided by the fraternity, to be levied upon each of its members not living in the house but enjoying its social privileges, and the remainder of the charge could be divided among the members living in the house. Each house was to provide rooms for thirty or more members, and if any house failed to fill its rooms in any particular year, the College reserved the right to place non-members in those rooms. As earnest of its conviction that house mothers were a necessity, the College agreed to provide meals at Roberts Union for those women. It was estimated that the entire plan would cost each fraternity about \$3800 a year, \$1344 of which would go toward amortizing the loan.

In the midst of the great depression of the 1930's it seemed quite possible that a fraternity house could be built for \$45,000, but not until the close of World War II could any of the Colby fraternities erect a house, and by that time building costs had become so inflated that no house could go up for less than \$100,000, and several cost considerably more. A revision of the plan therefore became necessary. The College still agreed to loan half the cost, but the amortization period had to be extended to forty years, and even then the annual charge was nearly double what had been originally contemplated.

The first houses to go up were those of Delta Kappa Epsilon and Alpha Tau Omega. Because both had substantial funds or already owned saleable real estate, they were able soon to complete alumni campaigns for their half of the needed funds. Zeta Psi also had a sizeable "nest egg" and was soon able to start building. Before 1955 six fraternity houses, built half by alumni subscriptions and half by college loan, were occupied in the assigned space between Miller Library and Roberts Union by DKE, Zeta Psi, DU, Phi Delta Theta, ATO, and Tau Delta Phi. To show that they meant business, Lambda Chi Alpha put in a foundation on their selected site, and a few years later were able to complete and occupy their house.

Of the eight fraternities that had moved to the Hill when all activity ceased on the old campus, only Kappa Delta Rho remained without its own house in 1960, and it had made a good start on its fund campaign.

Increased numbers of students on the new campus justified the formation of additional fraternities. Two local groups were organized: Sigma Theta Psi in 1955 and Beta Chi in 1957. The latter soon made national affiliation with Pi Lambda Phi and the former with Alpha Delta Phi.

Fraternity visitors from other colleges express surprise that the Colby chapter houses do not have dining rooms. That deliberate omission was the unanimous recommendation of the Committee of Twenty-One. It stemmed from the unsavory reputation of the fraternity "eating clubs" on the old campus. Both Dekes and Phi Delts operated such clubs in their houses, because only they had kitchen facilities until KDR occupied the Davis house; but other fraternities made deals with persons in town to supply diners for meals to be provided by some woman who was known to be an excellent cook. Whenever the deal was on a definite pay-by-week basis, individually to the boarding-house keeper, the operation went rather well; but when the fraternity took charge, through an appointed steward, of buying the supplies and paying the cooks, there was frequent trouble. A steward



who was both a good buyer and a ruthless collector could run a successful club, but one who was too easy a mark for suppliers or not tough enough on his fraternity brothers who owed board bills would inevitably plunge the club into debt. It was no fun for an innocent alumnus, a couple of years after graduation, to be greeted at the railroad station, on his return for Commencement, by a deputy sheriff with a warrant to round up all persons who were members of some eating club that had left behind them an irate creditor. Determined that such tactics should end forever, the College decided that there should be no dining rooms in the fraternity houses on Mayflower Hill.

An important advance in fraternity affairs was made in 1938 with the formation of the Interfraternity Council. Gradually the Student Council of the Men's Division had become so absorbed in fraternity matters that they came to neglect larger issues concerning all the male students. Furthermore, since the Council was composed largely of representatives of the fraternities it was open to the charge of continually playing fraternity politics. In 1938, at the persistent urging of the Dean of Men, the men students voted to set up two bodies: a student council elected by proportional ballot and representing all the men students, and an interfraternity council consisting of a representative from each active fraternity chapter, the faculty adviser of each chapter, and the Dean of Men. The faculty advisers and the Dean had no vote, but sat only in advisory capacity. The Dean of Men was for several years the permanent chairman, but after 1946 the chairmanship rotated among the undergraduate representatives in order of the fraternity foundations.

The Interfraternity Council became exceedingly influential. It settled amicably the assignment of dance dates, a matter that had caused long wrangles and bitter feelings for many years. It worked out a plan of delayed pledging and second semester initiation, and when that plan did not work well it had the courage to scrap it and permit earlier pledging. It secured the adoption of a requirement for a fixed scholastic average before a man could be initiated. It tackled the pernicious practice of "Hell Week," the physical hazing of initiates, and went far toward persuading all the fraternities to substitute "Help Week," during which the pledges were assigned to do work for churches, societies, and hospitals in Waterville. Not since the formation of the Interfraternity Council in 1938 has Colby been troubled by the "bad blood" that so often characterized relationship among the fraternities in previous years.

On every college campus where fraternities exist one hears the repeated cry of "fraternity politics." In the 1910's at Colby one used often to hear about "fraternity combines" and how some worthy man was kept out of student office because two or more fraternities "ganged up" against him. Doubtless there was some truth in those statements, but not so much as has been alleged. As anyone knows, it is not easy to assure that any group will vote as a bloc if the voting is protected by secret ballot. Fraternity politicians might make a deal, but they could never be sure that the voting membership would sustain it.

It is historically interesting that it was a later President of Colby, Franklin W. Johnson, who as editor of the *Echo* in his senior year as a Colby student, attacked boldly the fraternity politics of his day and won a lasting victory. The issue concerned the editorship of the college annual, the *Colby Oracle*. The fraternities had made a deal that the editorship should rotate among them, as an improvement on the older, politics-laden method of allowing the outgoing editorial board to select its successor. Young Frank Johnson thought the new plan was

merely swapping one political set-up for another. In the editorial column of the *Echo* he therefore proposed that a plan be worked out to provide that, with faculty approval, nominees would be presented on merit, the final election to be left to popular student vote. With the wisdom and the courage that years later marked him as a great college administrator, Franklin Johnson, the student, wrote in 1891:

Fraternity politics plays too large a part in college affairs. Many college interests are hazarded in order that fraternities may profit. But today we see fraternity men taking a broader view, recognizing the selfishness that has prompted their actions in the past. There is a growing sentiment against fraternity combinations and their kindred evils. The students, while no less loyal to their fraternities, are becoming more loyal to the College. The consequence will be better publications, better athletics, better student activities in all areas.

As this history goes to press, college fraternities all over the land are under attack as they have never been before. Can they survive another century? Can the discriminatory constitutions, the expensive national offices, and some of the inevitable snobbery survive against the rising American demand for equality, for less bureaucracy, for less adherence to conformity? Or will the fraternities so change with the times that their ideals of brotherhood, their practice of mutual helpfulness, and their value as incubators of leaders in American society will confound the critics and assure the system's preservation? Time, and only time, will tell.

#### SORORITIES

As soon as women were admitted into Colby in 1871, it was inevitable that they would soon organize into societies just as had the men. By that time the pattern of the Greek letter fraternity had become accepted, and it was that pattern the women decided to follow.

In the fall of 1874, Colby's first woman student, Mary Low, was a senior, but there were four girls in the Class of 1877 who would have three more years in college and who could form the nucleus of a permanent society similar to the Dekes, Zetes, and DU's among the men. They were also determined that their organization should become a national society for college women. The faculty approved, and on November 9, 1874, Sigma Kappa was born. At first meetings were held in the homes of local members, but with the opening of Ladies Hall in 1886 weekly sessions met in that building. The society had always regarded its true founders as Mary Low, Louise Coburn, Elizabeth Hoeg, Ida Fuller, and Frances Mann. "For years after the admission of women into Colby the number of women students remained small, and practically every girl became a Sigma."<sup>4</sup>

In 1890 fifteen girls entered the college. Since Sigma Kappa had voted to limit its total membership to 25, it could not take all of them. The society therefore decided to establish in the college a second chapter called Beta of Sigma Kappa. The new girls were divided between Alpha and Beta chapters, and in 1892 a third chapter, Gamma, was set up.

The fall of 1893 saw thirty-three girls in the freshman class. Even the resources of Alpha, Beta, and Gamma could not absorb them all. Two roads were open to Sigma Kappa: either continue intramural expansion with additional chapters, or limit membership to conventional size for a single chapter, encourage the



formation of other Colby sororities, and look for Sigma Kappa expansion in other colleges. The sorority chose the latter course. They decided to fill the ranks of Alpha and take no more members into Beta and Gamma.

In 1895 Sigma Kappa got its first regular meeting room, in the home of Professor Samuel K. Smith on upper College Avenue. The next year they moved to a room at Dr. George Pepper's on Pleasant Street, but in the spring they changed to a suite on Appleton Street. In 1897 they took rooms in the Boutelle Block on Main Street, staying there until 1900, when they transferred to the Carleton Block.

In 1904 Sigma Kappa became a national society with the installation of a chapter at Boston University. This was followed by a chapter at Syracuse in 1905, and by three more in 1906: at George Washington University, Illinois Wesleyan, and the University of Illinois. In 1910 the sorority reached the Pacific coast with chapters at the Universities of California and Washington. By the time of its semi-centennial in 1924, Sigma Kappa had organized thirty-two chapters beyond Colby. The sorority's first Grand President was Miss Florence Dunn, Colby 1896. Until 1912 successive grand presidents were all members of the Colby chapter.

In 1918 Sigma Kappa accepted as a permanent philanthropic project the Maine Seacoast Mission. Interest in it had begun in a small way during World War I, when the sorority helped a few girls from Maine islands to complete a high school course on the mainland. Soon the sorority was raising enough money to support a resident worker in the mission, and Miss Lucy King became Sigma Kappa's representative on the islands. For many years the head of the Maine Seacoast Mission has been a Colby man, Rev. Neal Bousfield, 1929.

In 1895 a group of Colby girls led by Inez Bowler, Sarah Cummings, and Hattie Fossett formed a local society called Beta Phi. In 1906 the local society obtained a national charter from Chi Omega and became the Beta chapter of that sorority. It soon enjoyed marked prosperity, and many of its alumnae have been leaders in Colby affairs.

For this historian Colby's third sorority has peculiar attraction because his wife was a charter member and his daughter joined it in 1944, and for more than twenty years he was professionally associated with its most distinguished alumna, Dean Ninetta Runnals. A local group, formed in 1904, became in 1908 a chapter of the national sorority Delta Delta Delta. In 1907, Miss Grace Bacon, a young graduate of Wesleyan (then a coeducational college) came to Colby as Assistant to the Dean of Women. She was a Tri Delt and used her influence to secure for the local club a charter from that sorority. Besides Miss Runnals and Eleanor Creech (later Mrs. Marriner) there were sixteen other charter members. The first president of Alpha Upsilon chapter of Delta Delta Delta was Miss Runnals. It was Tri Delt that originated one of the most popular of Colby's annual social events — the Sadie Hawkins Dance. Perhaps they were stimulated by a visit to the campus of Al Capp, Lil' Abner's creator. In 1959 the Colby chapter won permanent possession of the Tri Delt national scholarship cup, having for the third consecutive semester held the highest scholarship standing among all the chapters of Delta Delta Delta.

In 1917 a local sorority named Gamma Delta secured a charter from the Phi Mu sorority and was installed by members of that sorority's chapter at the University of Maine. They had room in the building on Main Street occupied by Thomas Business College. The Colby chapter of Phi Mu became inactive during World War II in 1944.

In 1904, inspired by Dean Grace Berry, a group of girls had started the Cosmopolitan Club, an organization designed to absorb all non-sorority girls in the college. Within two years it had become a partially secret society called Hypatia. In 1910 it became a Greek letter local and was admitted into the Colby Panhellenic Council as Alpha Phi Alpha. In 1911 the group rented a downtown hall for headquarters. On June 10, 1915, the local society was installed as a chapter of the national sorority, Alpha Delta Pi. They at once secured larger quarters at the corner of Main and Silver Streets, and took their place among the other Colby sororities.

When the College moved to Mayflower Hill four sororities were still active: Sigma Kappa, Chi Omega, Delta Delta Delta, and Alpha Delta Pi; and those four were still the Colby sororities in 1960. Colby has never permitted sorority houses, which perhaps accounts for the relative weakness of the sorority system compared with fraternity strength. But that weakness has valuable compensation in the greater unity that prevails among the women. Membership in a sorority is rightly prized, but the inevitable exclusiveness that springs from residence in a separate house is lacking. Sororities at Colby are properly kept in subordinate status to the interests of the Women's Division as a whole.

Plans for the Women's Union on Mayflower Hill called for a meeting room for each sorority on the top floor. The four sororities took much pride in the furnishing and decorating of those quarters, which helped to increase interest in the sororities, yet made all four an integral part of women's activities in the women's major building.

#### HONOR SOCIETIES

Brief space must now be given to the so-called honor societies. The oldest of those truly distinguished as rewards of merit is Phi Beta Kappa, whose Colby chapter was founded in 1895 under the stimulus of Professor J. William Black, who served continuously as the chapter secretary until 1921. During the quarter century of his service the society elected into membership 456 Colby men and women. Unlike many other chapters of Phi Beta Kappa, the Colby chapter has never elected members of the junior class, reserving membership for the highest ranking seniors soon after the middle of the senior year. Every Colby president since 1907 has been a member of Phi Beta Kappa.

Where the custom started of organizing "honor" societies whose members were chosen for popularity, no one seems to know, but the custom spread to most college campuses. In the early 1900's the Men's Division at Colby had three such societies, one for each of the three upper classes. They were self-perpetuating, in that each year's membership chose its successors, and so strong was the fraternity system that an equal number of members was selected from each fraternity. More appropriately they were called "feed societies" rather than honor societies, for their chief function seemed to be sumptuous eating. The sophomore society was called Upsilon Beta, the junior society the Druids, and the senior group was the Epicureans. Only the Druids professed any unselfish purpose; they agreed to be hosts to visiting athletic teams. Long before World War II had closed the fraternity houses, all three of the class societies had ceased to function.

Two societies among the women were counterparts of the men's "honor" groups: Kappa Alpha for seniors and Chi Gamma Theta for sophomores.

Very few Colby men living in 1960 remember the scandal of Theta Nu Epsilon half a century ago. It was professedly a "booze" society, though its members



were usually bigger boosters than they were drinkers. It attempted to dominate college affairs by enlisting into secret membership men from each fraternity. Several national fraternities took action against TNE. For instance, ATO announced to all of its chapters in 1910 that proved membership in TNE would subject an ATO to expulsion from the fraternity.

In 1911, Wilford G. Chapman, Jr., a member of DKE who was editor of the *Echo*, felt that the time had come to expose TNE on the Colby campus. He proceeded to publish the names of certain TNE members and to demand editorially that the organization be banned from Colby. Although he was anonymously threatened with a dire fate, Chapman was successful. The faculty took action and TNE disappeared.

After the move to Mayflower Hill there were organized two honor societies worthy of the name. The first was Cap and Gown, a group of senior women selected annually for their unselfish contributions to the cause of the College and of unity in the Women's Division. Blue Key became their counterpart in the Men's Division, and many students looked forward to the "tapping" of new members of those two societies as the most interesting feature of the annual Recognition Assembly.

Colby's societies, fraternities and sororities have not been an unmixed blessing, but through the years their positive contribution has far outweighed their shortcomings. Perhaps the best application of true fraternity spirit at Colby comes just before the student receives his diploma at the graduation exercises when the President of the College declares in Latin that these young men and women are "*non jam discipuli sed fratres et socii*"— no longer pupils, but brothers and associates. It is a significant reminder that stronger than the ties of fraternity or sorority are the bonds of membership in the big Colby family.

## CHAPTER XLIII

### *The Library*

**I**F religious affiliation seems to have been the feature most common to American colleges founded before the Civil War, the next most common feature was certainly a library. Springing as the American college did from British roots, it was unthinkable that it would not imitate the libraries that had been built up for several centuries in the colleges at Oxford and Cambridge. In fact there is considerable truth in the statement that Harvard University had its beginning in the private library of John Harvard.

It has been stated that "the early records of Colby refer only occasionally to the library."<sup>1</sup> Quite the reverse is true. Although no library catalogue earlier than 1835 is extant, and although the archives contain no librarian's report earlier than 1844, the records of both faculty and trustees for the first decade of the College, 1820 to 1830, contain many references to the library. Nor is it quite fair to say that the library "was not well chosen, being made up of such books as our friends could best spare."<sup>2</sup> That statement ignores the important fact that the gifts to the library in its first decade were not exclusively theological, but contained items of general worth.

In the first year of its operation, the College had only two faculty members, President Jeremiah Chaplin and Avery Briggs; yet Briggs was immediately designated as librarian. Because of the emphasis on theological studies during the early years, it was natural that the first gifts should come from ministers and should be volumes of sermons and other religious works. But by no means were those books valueless. Among the earliest gifts were the 1761 folio of the *Complete Theological Works* of Isaac Ambrose, published in Edinburgh; Lyman Beecher's *Lectures on Intemperance*; an early London edition of *Butler's Analogy*; a copy of Calvin's *Institutio Christianae Religionis*, printed at Heidelberg in 1572; the 1677 London edition of Caryl's *Exposition of Job*; John Cotton's *Ecclesiastical History*; Cotton Mather's *Essays*; and most surprisingly, thirteen volumes of the writings of Emanuel Swedenborg. A few extracts from official college records show that the library was not forgotten, even when the college had fewer than fifty students.

*March 12, 1824* — Voted that the President communicate to the Hon. J. Price our thanks for his donation to the Library. [Note that the title is *Hon.*, not *Rev.* The donor was a layman whose gifts may not have been in the field of religion at all.]



*March 26, 1824* — Voted that the President address a letter to Judge Cony, expressing our thanks for his very acceptable present to the library; viz., \$20 for the purchase of books.

*July 6, 1825* — Voted to express thanks to the Boston Female Juvenile Education Society for their gift of Rees's *Cyclopedia*.

*December 5, 1825* — Voted to communicate to Mr. Walker of Boston our grateful thanks for his gift to the Library of Rollins' *Ancient History* in two volumes quarto with plates, and of Josephus' *Antiquity of the Jews*, also in two volumes with plates.

That books were actually circulated to students in the earliest years is shown by several actions taken by the faculty in 1827. By that time the teaching staff numbered three in addition to Chaplin and Briggs: Stephen Chapin as Professor of Sacred Theology, and two tutors, Ephraim Tripp and Leonard Tobey. In 1824, Tripp had relieved Briggs of the librarian's duties.

The faculty voted to authorize Tripp to procure "two quires of wrapping paper for the purpose of covering books when taken from the Library." They next voted to assign for use of the Library the room in South College "contiguous to the Cabinet" [the collection of minerals]. The collection of books had become large enough to warrant a systematic plan for their designation, and it was decided that "Professor Chapin shall propose a plan for labeling and numbering the books in the Library, and Mr. Tripp shall procure the printing of 2000 labels." The time had come also for published regulations concerning the Library.

Library Regulations Adopted June 29, 1827. The Library shall be opened weekly on Fridays at 1:15 P.M. for the admission of the senior and junior classes, and at 2:00 on the same afternoon for the sophomore and freshman classes. Members of the Theological School will resort to the Library with the classes with which they rank respectively. Members of the Grammar School<sup>3</sup> may take books from the Library on the condition that they be charged, on their term bills, the usual fee for the use of the Library every term during any part of which they apply for books. Such persons may resort to the Library any time after 2:00 P.M. until it is closed. Students shall be waited on according to the priority of application, but no student is allowed to interrupt the librarian while he is waiting on another student. Every student shall be considered accountable for the books he has taken out until he has presented them to the librarian and credit is actually given for their return. The librarian is allowed in no case to deviate from any of the above regulations.

When the fall term of 1827 was well under way, it was found advisable to open the Library on two afternoons, instead of only one, each week. A year earlier, the Trustees had deemed the Library of such importance that, although the College was already in debt, and budgets could be balanced only by gifts, they voted "to expend \$600 for books to increase the Library, and made President Chaplin, Professor Chapin, and Treasurer Timothy Boutelle a committee to purchase the books." One not unexpected use of the Library is shown by a vote of the Trustees in 1829: "Voted that thanks be presented to Rev. Rufus Babcock and his associates for their generous donation of text books to the Library for the use of indigent students."

The first published catalogue of the Library showed that its collection in 1835 was widely distributed over the fields of knowledge, despite the fact that "theology and sacred literature" accounted for 489 of the total stock of 1747 volumes. There were 236 books dealing with law and politics, 165 with history, 95 with belles lettres; 49 were works of poetry and drama, and 73 were biographies. Although in 1835 science was in its infancy, the College Library had 47 volumes on Natural Philosophy, 46 on Mathematics, 23 on Chemistry, 16 on Natural History, 61 on "General Science," and six on Geology.

When the College was only fifteen years old, the Library's collection of bound periodicals already amounted to more than a hundred volumes. Most important were thirty-one bound volumes of the *Edinburgh Review*, several volumes of the *American Journal of Science and Arts*, and scattered volumes of the *London Quarterly Review*, the *Foreign Quarterly Review*, and the *Westminster Review*.

It is interesting to note a few of the distinctly secular books that were on the library shelves as early as 1835. They included six volumes of the works of Joseph Addison, six of Samuel Johnson, and perhaps more amazingly the writings of Laurence Sterne. There were Irving's *Life of Columbus* and Marshall's five-volume *Life of Washington*, as well as Southey's *Life of Nelson*. The Library had the now rare and valuable Greenleaf maps of Maine, published from 1828 to 1831. The Waterville student had access to the writings of Locke, Hume, and Adam Smith, as well as to Jonathan Edwards' *On the Will*. He could take from his college library the famous historical works of Gibbon, Hallam, and Voltaire, and he could dip into that now rare volume, *History of Religions*, by a New England woman, Hannah Adams. Nor was Maine neglected. Judge Williamson's *History of Maine* had been published in 1832, and the college library had it. If he wanted to polish his manners, the student could read the *Letters* of Lord Chesterfield. If he was interested in the newly developing sciences, he could find in the Library Erasmus Darwin's *Zoonomia*; Nutt's *Land Birds* and its companion volume *Water Birds*; Parkman's *Introduction to Fossils*; *Mineralogy and Geology*, by Professor Parker Cleaveland of Bowdoin; Cote's *Hydrostatics*, Coddington's *Optics*, Gregory's *Mechanics*, Whewell's *Dynamics*, and Gummere's *Astronomy*. Even an interest in travel was whetted by Park's *Travels in Africa*, Samuel Johnson's *Journey to the Western Islands*, and Leigh's *Journey to Egypt*. And, believe it or not, the Waterville College Library in 1835 was not too squeamish to circulate the poems of Byron and of Burns.

Interest in book collections and periodical subscriptions for student use was made apparent by the attention given to their libraries by the two literary societies, the Literary Fraternity and the Erosophian Adelphi, whose activities have been recounted in a previous chapter. The original constitution of each society provided for the office of librarian to have charge of the society's collection of books and to administer its reading room. A dozen years older than the Adelphi, the Literary Fraternity had the larger library in 1843, when the librarian of the Adelphi, in an appeal to alumni and friends, wrote: "Although our library is more valuable than that of the Literary Fraternity, 1500 sounds better than 1000, notwithstanding the fact that the extra 500 may be made up of antique spelling books."

As early as 1824 the Literary Fraternity voted to raise over a period of three years what was then the huge sum of \$300 to increase its library. Hastings, a Waterville bookseller, agreed to furnish the selected volumes at 35% discount.



A competitor, Lane of Hallowell, agreed to give 40%, furnish all the books immediately and take his payment in three annual installments. Members of the faculty subscribed to the society libraries as well as to the College Library. In 1824 each professor gave five dollars toward the campaign of the Literary Fraternity and President Chaplin gave ten dollars.

Probably there never was a time when any library frequented by young men was free from vandalism. In 1833 both the College Library and that of the Literary Fraternity suffered losses. The culprit was apprehended. The faculty minutes of October 21, 1833, contain the following item,

B. W. of the junior class was arraigned on the charge of having purloined books and plates from the college and society libraries, confessed his crime and restored a part of the stolen articles and promised to restore the remainder forthwith. Voted unanimously that the crime of W -- is such as to require that his connection with this college be dissolved and he is accordingly directed to remove himself and his effects from the college premises before sundown.

The societies were more active in providing current periodicals than was the College Library. By 1855, when the two societies were operating a joint reading room, they were subscribing to *three* daily papers — a very early date for dailies to be read in Maine. On Feb. 21, 1855, Erosophian Adelphi voted that "with the concurrence of the Literary Fraternity, the daily papers for the Reading Room shall be the *Portland Daily Advertiser*, the *Boston Daily Journal*, and the *New York Daily Tribune*." In 1856 the society reading room was receiving regularly more than thirty periodicals, prominent among which were *Harper's*, the *North American Review*, and *Littel's Living Age*.

When both societies dissolved in the 1870's, they gave their libraries to the College, and the College Library was thus increased by more than four thousand volumes.

The contribution of the Literary Fraternity and the Erosophian Adelphi is admirably summed up by Herrick and Rush:

The libraries of the early literary societies throughout the country are known to have played an important part in the development of our present college and university libraries. The transfer of well-selected society collections was a stroke of fortune to the college library, which often consisted for the most part of aggregate gifts of charity. We can realize the gain for the institutions that had those society libraries as their foundation collections. What was lost thereby we can less easily measure; that is, the individual student interest and active participation in the selection of books and in the management of the libraries.<sup>4</sup>

The earliest librarian's report preserved in the college archives was written by Martin B. Anderson, librarian in 1844. He was the man who later became famous as the founder and first president of the University of Rochester. After his graduation from Waterville College in 1840, he became tutor, then professor of rhetoric in the College, and served as librarian from 1842 to 1850. Anderson's report in 1844 showed that sale of duplicates and "a number of small books not fitted for use of students" had netted \$115.20, only \$20.80 of which was needed for binding. The remaining \$94.40 had been spent for new purchases, some of

which had been received and the rest were "now on order from the importer." That makes it obvious that most of the purchases were coming from London. Among the items thus procured in 1844 were Darwin's *Journal*, De Tocqueville's *Democracy in America*, and Thiers' *History of England*.

Publication of another catalogue in 1845 showed that in ten years the Library had grown from 1747 volumes to 3318. Especially significant was the increase in bound periodicals. The decade had seen the addition of 23 volumes of the *Eclectic Review*; 12 volumes of the *Journal de Physique* (Paris); 113 volumes of the *Universal Magazine* (London); eight volumes of the *Annals of Education* (Boston); and six volumes of the *Mémoires de Physique et de Chimie de la Société D'Arcueil* (Paris). The Library had also acquired the earliest sixteen issues of the *Maine Register*, and had secured the valuable issues of the *Massachusetts Register* from 1791 to 1833.

The Library was keeping up with many current publications. It had the *Life and Correspondence* of Thomas Arnold, published in 1845, the very year the catalogue was printed. It had Thomson's *The Seasons* (1841), Byron's *Dramas* (1842), the Earl of Clarendon's *History of the Rebellion in England* (1843). More surprising was its early accession of three books in German: Ulrich's *Reisen und Forschungen in Griechenland* (Bremen, 1840); Hermann's *Lehrbuch der Griechischen Staatsalterthümer* (Heidelberg, 1841); and Hermann's *Über Griechische Monatkunge* (Göttingen, 1844).

Although by today's standards growth of the College Library seemed slow in the next decade, 1845 to 1855, the total volumes added were 1038, bringing the library holdings to nearly 4400 volumes. Nearly half of the thousand additions were acquired by purchase, showing that persistent and successful efforts were made to raise money for the Library. In that period money was going for books, not for service. Martin B. Anderson complained to the Trustees that he received no additional recompense for serving as librarian, although previous to 1843 his predecessor had been paid \$50 a year. In 1850 Anderson was succeeded by Samuel K. Smith, both as Professor of Rhetoric and as Librarian. He had charge of the Library for 23 years, when in 1873 he was succeeded by the man whose competence, genius and devotion made the Colby Library widely known for its service to education—Edward Winslow Hall.

Four years before Hall assumed office, the Library had entered its new quarters in Memorial Hall. At first housed in a small room in South College, it had been moved to Recitation Hall when that building was erected in 1836. When Memorial Hall was completed in 1869, its eastern wing, with double alcoves two floors high, became the home of the College Library for nearly eighty years.

Although Colby was to wait until 1929 for its first trained librarian, it had a progressive and professionally minded librarian in Edward Winslow Hall. Before he took office he had succeeded in persuading the Trustees to set up their first permanent library fund of \$3000, and that modest nest egg became the nucleus of later substantial funded accounts for the benefit of the Library. What Hall did to improve the service within a few years is shown by praise from John Eaton, U. S. Commissioner of Education, who visited most of the northeastern colleges in 1877. His report said:

The gratifying increase in the usefulness of the Library of Colby University, one of the most notable increases made anywhere in New England, was due to the labors of the present efficient librarian, Professor



E. W. Hall, in cataloguing, indexing, and making accessible the contents of the Library; from his efforts to procure, by gift or purchase, desirable books actually in demand; from appointing the library hour at the close of chapel service, when the students would all be assembled near by in the building, and from throwing open the alcoves to the free inspection of students.<sup>5</sup>

It was not easy for Hall to persuade the faculty to adopt open stacks. Almost everyone at that time held the view which many years later Sinclair Lewis attributed to the librarian in *Main Street*, that "it is the first duty of the librarian to preserve the books." Edward Hall believed, however, that a superior duty is to make books available to students and to acquaint them with books by giving every opportunity for browsing. That the open shelf plan adopted by Hall in 1874 really worked is shown by the praise in Commissioner Eaton's report:

There seems to have been no trouble arising from admitting students to the shelves. Not a volume has been missed, and there is very little misplacing of books. The saving in assistants and the speed in procuring books would far more than equal a loss of \$50 worth of books a year.<sup>6</sup>

In 1870, under Smith, the average circulation per student had been ten volumes; by 1880, under Hall, it had risen to thirty-six volumes. In 1881, Hall's report said: "Our circulation remains higher than the average rate of college libraries. In 1874 we circulated only 761 volumes. Last year we circulated 5746."

So rapid was the growth in accessions during Hall's first seventeen years that, in 1890, the Library had 23,920 books and 10,500 pamphlets, all of which Hall had personally catalogued. Poole's *Index to Periodical Literature* had been added in 1883. The library of the late Charles Hamlin, presented by his widow, had added 1456 volumes, many of them choice works of science. The alcoves already were overcrowded, and in a few years hundreds of infrequently used volumes were stored in the attic. In his 1890 report Hall said:

The books most in demand are those that are read in connection with topics brought to the students' attention in prosecution of their studies. The Library is now open the entire afternoon of every week day. In 1873 two half-hours per week answered all demands.

In 1891 the Trustees decided the time had come to relieve Hall of all teaching duties and let him devote full time to the Library. Since 1866 he had been Professor of Modern Languages, carrying a full teaching schedule. Yet for at least ten years prior to 1890 he had devoted never less than thirty hours a week to library duties. Without any relaxation in his teaching he had alone accomplished the prodigious task of cataloguing more than 30,000 items, and had installed a card catalogue. Recognition was long overdue, and when he became full-time librarian in 1891 he only carried on what he had already done for many years.

Hall's catalogue system was actually a shelving system. The alcoves were numbered one, two, three, etc., beginning at the entrance. Divisions in the shelves were marked by partitions. The number 154, for instance, meant that the book

was located on the first floor, fifth alcove, fourth division. Hall's card catalogue was the first to be introduced into any library in Maine. In 1888 he changed to the Dewey System, which prevailed until the adoption of the Library of Congress classification in 1935.

For many years, despite the interest of friends and the zeal of a devoted librarian, the Colby Library suffered for lack of funds. In 1892 Hall said that no attempt had been made for the past forty years to add a nickel to the tiny library fund.<sup>7</sup> Seven years earlier, in 1885, Hall had said:

As will be seen by references to the report of the Treasurer, the sum appropriated for the purchase of books has been growing less for several years past, while appropriation for binding has ceased altogether. This is not likely to be interpreted as evidence of advancement. If the decreasing process must continue, might it not be well to ask the Treasurer not to publish our shame abroad?

Finances had not improved when Hall retired in 1910, after 37 years as librarian and 43 years as a member of the faculty. By 1898 the appropriation had decreased until it was lower than at any time since 1870. Only 78 books were purchased and subscriptions to periodicals were sharply reduced. Except for special appropriations springing from designated campaigns or allocated donations, the regular library appropriation did not reach \$1000 until 1913. What is more astounding, the largest regular appropriation previous to that year had been in the earliest decade of the College, when \$600 was allocated to the Library. In 1834 the amount had fallen to \$74. In 1882 it had reached \$450, but eight years later in 1890 it was down to \$202. Although in 1900 it was up again to \$440, at the end of the next decade in 1910 it had dropped again to \$246. When the College celebrated its centennial in 1920, the year's total expenditure for the Library, exclusive of the librarian's salary and the wages of student assistants, was \$1181.

In 1897 the Colby Library had 30,000 volumes besides 14,000 pamphlets, and despite low funds the average annual increase was a thousand volumes. At that time the Library also supported a reading room in a separate building.

The Reading Room is situated in the South Division of South College, on the first floor, directly across from the President's office. Here may be found twenty-one daily newspapers, besides thirty-two others, including the principal local papers published in Maine, religious papers of various denominations, *Puck* and *Judge*. The room is open daily except Sunday, 8 A. M. to 10 P. M., and on Sunday from 1 to 8 P. M.<sup>8</sup>

In a previous chapter we have told of the attempts in 1902 to retire Professor Hall and operate the Library "more cheaply." The Trustees actually voted to notify Hall that his services would not be needed after the end of that college year, but alumni sentiment and the obvious injustice forced them to change their minds. Fortunately for Colby College, Professor Hall remained in charge of the Library through the critical financial years until better days had already come under President Roberts.

We must not think that Hall's work was not appreciated or that there was any personal antagonism toward him. The President and the Trustees, in 1902, were in desperation seeking every means of economy, and they were so unwise



as to believe it could be obtained by releasing one of New England's best known librarians. Fortunately they changed their minds.

Although Hall was retained in 1902, his salary was cut. When he had given up teaching in 1891, although keeping the title of full professor, he was paid three hundred dollars less than his colleagues. In 1904, when the professors were getting \$1600 a year, Hall's salary was only \$1000. Hall protested in a letter to Dudley P. Bailey, chairman of the Finance Committee of the Trustees. He pointed out that while he was obliged to carry on all the work at the Colby Library, without even student assistance, which had been denied him since 1898, the librarian at Bowdoin got \$2200, and had four full-time assistants: an assistant librarian at \$1000, a reference librarian at \$800, a cataloguer at \$600, and an assistant cataloguer at six dollars a week, as well as the provision of \$350 for student assistants. At the University of Maine the librarian's salary was \$1800. He had two assistants, at \$800 and \$600 respectively, and there was \$400 for student assistants. Only at Bates was the situation comparable to that at Colby. In Lewiston the librarian was part-time at \$550, and \$300 was paid to an assistant. But even Bates, Hall pointed out, had an appropriation for student help. Hall commented ruefully, "The librarian of a college is usually paid the same as a full professor." He could have been quite as mournful about the appropriation for books and periodicals. In 1907 he had only \$275 for that purpose.

A year later Hall wanted to know what had happened to his long cherished library fund. "The appropriation last year was the smallest I have ever known [bear in mind that he had known the Library intimately for 38 years]. Something has happened to the Library Fund investments. The income in 1906 was \$389.83. Last year it was only \$267.25." In a moment of repentance the Trustees responded by appropriating for 1908 a sum of \$300 in addition to income from the fund, but the trustee records for June, 1909, tell us: "It was moved to amend the item in the report of the Committee on Finance appropriating \$300 to the Library, so that the allotment to the Library should be solely the income from the Library Fund, estimated at \$300."

During Hall's long tenure as librarian there began a practice of which he did not approve, but which his colleagues on the faculty countenanced because each of them never knew when he might be the next one to profit by the change. The new feature was the institution of departmental libraries, separately administered, separately financed, and all issuing books directly to students. The practice was initiated by Shailer Mathews, who expressed his views in a letter written to the President and Trustees of Colby University in 1891, immediately after Mathews' return from a year of study in Berlin.

My study of the German methods and results convinces me the students must examine original historical documents if the study of history is to be successful. Our senior class is competent to do other work than the mere appropriation of other men's conclusions. Because of the lack of such documents in our library such work is now impossible. We have available few of the sources except public documents. The only way to meet the need is by special annual appropriation for the collection of documents in the college library.

At first Mathews seems to have intended only special attention to the department's needs in the general library, but he soon changed to an appeal for a

separate departmental collection, and the Trustees voted, "In addition to the general library of the College, it shall be the policy to build up the libraries of special departments." Thus began the library of the Department of History, supported for many years by student fees, and jealously administered by Professor J. W. Black until he left Colby to go to Union College in 1924. Then, on recommendation of the new librarian, who had been on the job only a year, the entire history library was transferred to the central collection.

Meanwhile other departmental libraries had come into being, notably those in the departments of Chemistry, Physics, Biology and Geology. They were not joined by other departments because only the sciences and history had any space allotted even for faculty offices, to say nothing of libraries. It eventually became fixed policy to encourage departmental collections, but to have them catalogued at the central library and regarded as on permanent loan to the departments.

When Edward W. Hall retired in 1910, the College chose a worthy successor. Hard as it was to follow a man as distinguished as Hall, young Charles P. Chipman of the Class of 1906 was the man to do it. A member of Phi Beta Kappa, summa cum laude, Chipman had been editor of the *Echo*, had put out a class newspaper throughout his four undergraduate years, had served as part-time secretary to President White while still a student, had followed President White to New York when the latter became Secretary of the Baptist Missionary Board, and was already recognized as a popular writer of boys' books. Already self-educated in the science of bibliography, Chipman spent a period of several months at the Brown University Library under the tutelage of its distinguished librarian, Harry Lyman Koopman, Colby 1880. Chipman came to his position in the Colby library with a comprehensive knowledge of its holdings, gained in his undergraduate years, with a sincere love of books, and with some training in cataloging and other library techniques.

Chipman saw at once that the Library was hopelessly overcrowded, but it was 1916 before he was able to convince the Trustees to do something to relieve the congestion. He then appeared personally before the Board and presented convincing facts about the growth of the Library and its steadily increasing use by students. He submitted plans for connecting the gallery in the library wing in Memorial Hall with the so-called Alumni Hall on the second floor of the main building, and for turning Alumni Hall into a reading room with provision for stacks to accommodate 10,000 volumes in most frequent use. The estimated cost was \$2240. Through the generosity of Charles Seaverns, 1901, the remodeled room was beautifully furnished and renamed the Seaverns Reading Room.

When the United States entered the war in the spring of 1917, Chipman resigned to take up YMCA service with the troops. Associate Professor Robert W. Crowell was appointed part-time librarian and continued in the office until Chipman returned in 1919.

In 1923 Chipman resigned to enter the insurance business in Hartford, Connecticut. He was succeeded by Ernest C. Marriner, Colby, 1913, who was to be the last Colby librarian not to hold a professional degree from a library school. As it had been Chipman's task to secure added space and increase the funds, it became his successor's to popularize the Library and make students willing and eager to use it. The increased use demanded more assistance, although until 1926 the librarian remained the only full-time employee. Even when Miss Doris Tozier,



1925, was employed as full-time assistant, the librarian made an explanation that would be rightly condemned by modern followers of the profession.

By taking one of our own girls, a graduate in last year's class, and training her in our library to meet our own particular needs, we shall be assured service quite as satisfactory as would be the work of the graduate of a library school, who would cost us twice as much.

From 1916 to 1926 the office of the Colby librarian was in the tiny room that served as a thoroughfare between the Seaverns Reading Room and the gallery of the Old Library in the east wing. In 1926 that room was converted into space for the shelving and issuance of reserved books, and the alcove at the head of the main staircase in Memorial Hall was converted into an office. This was accomplished through the ardent support of the trustee chairman of Buildings and Grounds, Judge Norman Bassett, who was always responsive to library needs.

Pointing out the pressing need for additional stacks, Marriner conceived the plan of utilizing space beneath the floor of the Old Library. Only partly excavated and without cemented foundation, that space was useless. The burning of Coburn Hall in 1927 prevented a start on the new stacks in that year, but it was begun in 1928 and completed just in time to greet the new librarian in 1929, when Marriner became Dean of Men. Before that date, however, Harold Clark, 1925, had been appointed assistant librarian, and he rendered invaluable aid to a succession of librarians during the following ten years.

In 1929, for the first time, the Colby Library was placed on a professional basis, when Robert B. Downs, a graduate of the Columbia Library School, was appointed librarian. Although he remained at Colby only two years, his professional training and his sound judgment enabled him to effect many improvements, including special attention to the Library's long neglected holdings of rare items, and the cataloging of many government documents. In 1931 Downs left Colby to become, within a few years, one of the nation's best known university librarians, as Director of Libraries at the University of Illinois.

In 1928-29, the last report of Librarian Marriner showed that the number of books had reached 70,456, augmented by an unknown number of pamphlets estimated at 20,000. Accessions for the year had been 2459 bound volumes, 1287 unbound government documents, and 729 other pamphlets. Circulation for outside use was 18,136, and 34,833 volumes were circulated from the reserved book room for use in the reading room. By 1928 the staff consisted of three full-time persons, but none with professional training. In addition to their salaries, the appropriation for books, periodicals, binding, supplies, student service, and all other operating expenses was \$3500.

When Downs left, in 1931, the staff included a second person with library school degree, Miss Mary Whitcomb, and Mr. Clark had taken professional training in the summer. In 1932 Clark was on leave, to complete work for the B.L.S. degree at Columbia, and his place was taken by Miss Miriam Thomas, a Colby graduate of 1929, who also held the B.L.S. degree.

From 1931 to 1935 the librarian was Joseph S. Ibbotson, who was succeeded for one year by J. Periam Danton. Then, in 1936 came N. Orwin Rush, who rendered distinguished service during the difficult years from 1936-46, when plans were being developed for removal to the Miller Library on the new campus. Rush was a skilled bibliographer, who published several carefully annotated

bibliographies, including those of Rufus Jones and Carl J. Weber. Under his leadership the Library made significant advancement.

During the year 1936-37 total expense of operating the Library, including salaries, was \$19,039. Regular salaries were \$5650 for three persons; student help amounted to \$1417; books and periodicals cost \$4821; \$1000 was spent for binding; sundry expenses amounted to \$6151. By this time the number of volumes had increased to 89,174.

In the fall of 1937, Mary Herrick, a graduate of the Simmons College School of Library Science, became cataloguer, and a third full-time worker was added in the person of a clerical assistant. Throughout the 1930's the library work was facilitated by the use of students paid by the National Youth Administration. Rush's 1938 report said: "Seventeen NYA students have worked regularly in the library. Eight have worked in the catalogue department helping with the re-cataloging and reclassification. One has been engaged in repairing books and several have assisted at the circulation desk."

Before 1930 it had become necessary to store many books in the attic of Chemical Hall. When the new stacks were installed in the basement of the old library in Memorial Hall, five thousand volumes in the Chemical Hall attic were transferred to the new stacks, but this could not be done until the steel stacks were completely installed, six years after construction of the basement had been finished.

The year of the nation's entry into World War II was significant for the Colby Library, because it was in that year that the total collection of catalogued items, not including several thousand pamphlets, first exceeded a hundred thousand. At the end of the college year 1941-42 the total was 104,560, and new accessions were nearly triple those of a decade earlier, having risen from less than 2500 to more than 6800. Purchases alone accounted for 2100 volumes.

In 1940 the Library began the microfilming of certain periodicals and installed a reading machine. Since that time the process has been expanded to include regular filming of the *New York Times*, the *Waterville Sentinel*, and other publications, as well as emergency filming of numerous pages of books and pamphlets.

When Orwin Rush resigned in 1946, it was under an interim librarian, Gilmore Warner, that Colby's hundred thousand books, more than twenty thousand pamphlets, and hundreds of pieces of equipment were moved to the new library on Mayflower Hill. The tremendous task was accomplished smoothly by the construction of wooden trays, each accommodating one shelf of books. The position of each shelf-full thus transported was clearly marked, and they went into place without re-sorting.

What a change it was from the cramped quarters in Memorial to the spacious rooms of the Miller Library! The beautiful new reading room in the south end of Miller provided more floor space than the entire amount available in the old library. Space in the new preparation and cataloging department was larger than the old Seaverns Reading Room, and five tiers of stacks (one of the six tiers was left open as a passageway between the building's two wings) seemed likely to provide room for expanding the collection for many years to come. To be sure, much of the building had to be used at first for classrooms and administrative offices, but by 1960 the erection of the Lovejoy Building had removed all classrooms from the Library, and the start made on construction of the Administrative Building assured that soon all of the large space in Miller could be used entirely for library and seminar purposes. Then would be fulfilled the obligation to provide several separate rooms for prominent collections donated in recent years.



In 1947 there came to Colby as librarian the man who made the Colby Library on Mayflower Hill the remarkably efficient service organization that it became. James Humphry, a graduate of Harvard and of the Columbia Library School, possessed the happy combination of thorough professional training, sound scholarship, warm personality, and brilliant administrative ability. He found a library of 115,000 volumes; he left it in 1957 with 178,000 volumes. The full-time staff in 1947 consisted of five persons; in 1957 it numbered twelve. Appropriation for all purposes, including salaries had increased from \$21,000 to \$66,000. Humphry's successor was John R. McKenna, who became Colby librarian in the summer of 1957.

For fifteen years prior to the writing of this history, an important contribution to the library's permanent service had been rendered by the Associate Librarian, Elizabeth Libbey. A native of Augusta, Miss Libbey had graduated from Colby in 1929, had taken her degree in library science at Columbia, and had served in several public and institutional libraries before returning to her alma mater in 1945 as Reference and Circulation Librarian. When she was promoted to Associate Librarian, Miss Libbey was given faculty status and soon rose to the rank of associate professor. During the absence of Librarian Humphry on military service, at the time of the Korean War, Miss Libbey managed the Library as Acting Librarian. By 1960 she had served cooperatively and efficiently with three different Colby librarians, and she could look forward to many more years of service to her college.

A glance at the annually published reports of the College Treasurer, during the sixth decade of this century, will show that the Library has been the beneficiary of many special funds through the long years of its history. In 1959 those funds were 19 in number and amounted to \$64,000. Those which proved most valuable in the lean years of the 1920's were the Albion Woodbury Small Fund of \$5000 and the Lorimer Fund of \$3750. Income from the latter provided books in economics, while from the former came books in sociology.

Every college library in America got its start and continued its growth largely through gifts. Although this chapter has already shown that, even in the early days, purchases for the Colby Library played a significant part, for more than a hundred years the major portion of each year's accessions came from gifts. The first president, Jeremiah Chaplin, bequeathed to the College his personal library of more than two thousand volumes. His Civil War successor, James Champlin, gave his valuable collections on the classics. From the estate of Charles Hamlin, that shy scholar in natural history, came nearly 1500 valuable items. One of the last acts of Librarian Hall, before his death in 1910, was to secure a gift of more than 600 volumes of Greek and Roman classics in beautiful, uniform bindings. In 1928, from the estate of James King, 1889, came a thousand handsomely bound, deluxe editions of English and French literature. Those major gifts were augmented by a constant flow of smaller donations from alumni and friends. All of this was before the magnificent contributions which came subsequent to 1930, through the work of the Colby Library Associates and the rapid expansion of the collection of rare books and manuscripts.

Although many persons had shown generous interest in the Colby Library, there was no organization apart from the librarian and his staff who made its welfare their special concern until the Colby Library Associates took form in 1935. It was the ingenious conception of Frederick A. Pottle, 1917, Professor of English at Yale, who recruited its membership personally. His method was the kind that

President Arthur Roberts once described as the best plan of evangelism, "hook and line rather than net." Although a general invitation was sometimes placed in the pages of the *Alumnus*, it was personal solicitation by Pottle that brought in the members. His first charter members, besides the founder himself, were Professor Weber and Dean Marriner, and his entire charter list in 1935 numbered only 26. By 1945 it had grown to 126 adult and 65 undergraduate members. Every alumni or faculty member paid an annual fee of five dollars, and a smaller fee came from each undergraduate member. The avowed purpose of the Associates was to use all the fees to purchase for the Library valuable items not afforded by the general budget, with special attention to works which would enlarge the opportunity for scholarship on the part of faculty and students.

Because several faculty members most interested in the Associates were also interested in the collection of rare books, the Associates were soon accused of favoring the purchase of rare collector's items. The charge was unfounded. Although the Associates' committee on selection did indeed make an occasional purchase for the Treasure Room, by far the larger part of their annual donations went for significant items to supplement regular college work. Some of the items procured during the first ten years of the organization were:

*Bibliotheca Americana*  
*Annals of the New York Stage*  
*Black's Law Dictionary*  
*The Kelmscott Chaucer*  
*Correspondence of William Cowper*  
*Faraday's Diary*  
*Hand-Atlas of Human Anatomy*  
*Linguistic Atlas of New England*  
*Toynbee's Study of History*  
*Introduction to Old French Phonology*

For several years the Associates supported a series of monthly lectures on literary and bibliographical subjects. Recently, because of expansion of the college lecture program, the Associates' lectures have been reduced to four each year. Until 1959, when he completed twenty-five years with the organization, Dr. Pottle was himself its president. Annually the Associates award a prize to the senior who has collected the best private library during his or her undergraduate years.

What Librarian Rush said in 1945 was still true of the Colby Library Associates in 1960.

This organization is an integral part of the Colby Library and of the college itself. Some of the finest books in our collection bear the book plate of the Associates, and some of the most stimulating lecturers brought to the College have come under its auspices. Even if the organization should disband now, the Library would be permanently enriched by the accessions made possible over the last decade. But it is still an active and growing society whose next ten years should see even greater service.<sup>9</sup>

To one man alone Colby College owes the widespread fame of its Library, for without Professor Carl Weber it would have no famous collection of rare books



and manuscripts, and without him it would not have heralded that collection abroad in the pages of what became recognized as one of the best American periodicals of its kind, the *Colby Library Quarterly*.

Weber had come to Colby in 1919, fresh from his experience as an Army officer in World War I, and not long removed from the academic environment of Oxford University, where he had been enrolled as a Rhodes scholar after his graduation from Johns Hopkins University. After serving at Colby for a short period as instructor in English, he taught briefly at the U. S. Naval Academy, then returned to Colby where he remained a member of the faculty until his retirement in 1959. Before President Roberts' death in 1927, Weber had already been promoted to full professor and had been made chairman of the English Department, which Roberts had previously refused to turn over to anyone else after he assumed the presidency in 1908. During the "interregnum" of 1927-29 Weber was a member of the Executive Committee administering the College in the absence of a president.

From his first day on the Colby campus Professor Weber took an active interest in the Library. He found it woefully deficient in the tools needed even by undergraduates in English and American literature. It was like pulling impacted teeth to get appropriations for the needed books, but gradually Weber, with the help of successive librarians, extracted the necessary dollars. Important gifts were also acquired, and by 1945 the Colby working collection in English and American Literature had become the envy of many another small college.

During the 1920's Weber developed an interest in the writings of Thomas Hardy. In fact Weber's special field of teaching, although he taught almost everything from Beowulf to Thomas Wolfe, had always been the Victorian period of English poetry and prose. In the summer of 1929 Weber conducted a literary tour of England, during which he made his first intensive inspection of the Thomas Hardy country in Dorset. On his return to Waterville, Weber talked to the Faculty Club on "A Visit to the Hardy Country." At the end of that evening President Johnson said to the speaker, "I think you have a book there." That remark was just the encouragement needed to start a chain of events which led to the publication of several scholarly books and numerous articles on Hardy, all from the pen of Carl J. Weber. In fact, Weber has been the most prolific writer ever connected with Colby College. No other Colby teacher has ever produced such a lengthy bibliography as did Carl Weber, and no alumnus came even near to equaling his total publication, which was still progressing in 1960.

In order to continue his writing about Hardy, including the careful annotation of the Hardy novels, Weber was obliged patiently to collect everything he could lay hands on concerning the Wessex poet and novelist. He became acquainted with and won the confidence of Hardy's widow, and he secured access to information long withheld from other investigators. It was not long before Weber had been labeled "Colby's Hardy Perennial." It was his growing collection of material that became the basis of the Thomas Hardy Collection at Colby, and it was that collection which formed the nucleus of Colby's now famous Collection of Rare Books and Manuscripts housed in the Edwin Arlington Robinson Treasure Room of the Miller Library.

In 1937, with the cooperation of Librarian Rush, Weber put on a library exhibit of the Hardy items. In order to prepare for that exhibit, he and Rush visited the library of Wesleyan University, where a literary exhibit had just been displayed. That visit to Middletown, Connecticut, had important results far be-

yond the proposed Hardy exhibition. At the Wesleyan function Weber's literary acquaintance, Carroll Wilson, introduced him to H. Bacon Collamore, an insurance executive of Hartford. Collamore was founder and head of the Edwin Arlington Robinson Memorial Association. Weber learned that the Association intended to bring together at the Robinson birthplace in Head Tide, Maine, all the books, papers, manuscripts, and memorabilia of the poet.

Weber, as he puts it, "blurted out to Collamore my consternation at the thought of collecting all this wealth and depositing it at a place inaccessible throughout the long winters, open in the summer only to tourists, and in no way equipped to meet the needs of scholars. It did not take long to convince Mr. Collamore that it would be better to deposit the materials in an institutional library, and that, fortunately, Colby was not only near the Robinson regions, Head Tide and Gardiner, but that also the College was about to erect a new library building."

Such a change of plan was not easy to accomplish. Several of the poet's close relatives were still living, none of whom had any immediate interest in Colby, and the same was true of Robinson's associates at the MacDowell colony in New Hampshire. But Weber soon secured the attention and interest of the poet's sister-in-law, Mrs. Herman Robinson, of her daughter, Mrs. Nivison of Gardiner, of the poet's close friend, Mr. Burnham, and of Miss Margaret Perry of Hancock, N. H., whose mother had painted the well-known portrait of Robinson then hanging at Harvard.

Weber credits President Johnson's friendly, tactful approach for the success of the plan. Mrs. Nivison afterwards said she thought Johnson and Weber had called on her to ask for one Robinson manuscript. Instead they asked for nothing. Johnson merely said that Colby was planning to erect a new library, one of the finest in the state, and that if she and her associates wished to make use of it the College would be glad to provide a memorial room in the building.

In a note to this historian Weber told what eventually happened.

When Mr. Nivison was suddenly transferred by his company to Mobile, Alabama, I got a hurried call from Mrs. Nivison. I got a college truck with two drivers, and off we went to Gardiner and Head Tide and brought 'the works' back to Waterville: hundreds of books, hundreds of letters, sixteen manuscripts (some of them book length), filing cases, and numerous other items. For safe keeping against fire, these were stored in a vault at the Peoples-Ticonic Bank (now the Depositors Trust Company) until the new library should be ready to receive them.

In 1943 a temporary treasure room was opened in the Women's Union on Mayflower Hill, when that building first became available for college use. Into the temporary room were moved the Robinson and the Hardy collections.

When, in 1947, a designated room in the Miller Library was at last ready, Colby acquired the Perry portrait of Robinson, which, though displayed at Harvard, had never been the property of the University. The room was fittingly named the Edwin Arlington Robinson Treasure Room, and on protected shelves either side of the portrait were arrayed the Robinson collection. Professor Weber was named Curator of Rare Books and Manuscripts.

Even before 1947, the collection had begun to expand. Weber had been quietly gathering the juvenile "Rollo" books and other writings by an early 19th century Maine man, Jacob Abbott of Farmington. In three annual installments,



Mr. Collamore gave his famous Henry James collection. From various sources came Wordsworth items. Colby became the first library in New England to possess all the publications of William Morris' incomparable Kelmscott Press.

As soon as the Treasure Room was opened, visitors became so impressed that many of them offered additions to the collections. Miss Perry gave the entire library collected by her father. In the fall of 1948, James A. Healy, a New York broker whose boyhood home had been Portland, but who was then quite unknown to any Colby person, visited the Treasure Room. Mr. Healy had for years been a collector of Irish literature and had become a fostering patron of the aged James B. Connolly, author of sea stories popular in the early 1900's. Mr. Healy set up at Colby a complete collection of Connolly first editions and hundreds of items about the man. He followed that gift with every first edition that had come from the famous Cuala Press, founded in Dublin by the family of William Butler Yeats. Eventually Mr. Healy decided to give to Colby his entire collection of Irish literature — the most complete assembling of 19th and 20th century Irish writing and publication to be found anywhere in America. When erection of the Administration Building should permit withdrawal of offices from the east wing of the Miller Library, a large room of the second floor would become the permanent home of the Healy Irish Collection.

After the death of Harold T. Pulsifer of Portland, his widow gave his distinguished poetry library to Colby. That too will eventually be placed in a Pulsifer Poetry Room. The collection of classical works in deluxe bindings, assembled by Henry F. Merrill of Portland, is displayed in a room on the third floor.

With the acquisition of the Vernon Lee letters the Treasure Room became a distinguished depository of autograph letters and unpublished materials. A collection of the letters of Sarah Orne Jewett was edited and published by Professor Richard Cary. Scholars come from many places to consult these unpublished items. Two Ph.D. candidates at Harvard have worked on the Vernon Lee letters; a young man from the University of Pittsburgh has earned his doctorate by work in the Hardy collection; scholars from Toronto, from London and other parts of England, have called or written about Hardy items. The total holdings of all the collections reached in 1960 the amazing number of 16,854 books and 10,279 manuscripts.

Very few liberal arts colleges can boast of a regular library magazine. Such a privilege is usually reserved for the large universities. In 1943, however, Professor Weber was able to start the *Colby Library Quarterly*. In the course of subsequent years, the *Quarterly* made known to the outside world the nature of the Treasure Room's rich contents. For its pages Weber was able to secure articles from some of the nation's leading bibliophiles.

Closely allied to the Library has been the Colby College Press, another of Professor Weber's creations. The printer, both of the Colby Press imprints and of the *Colby Library Quarterly* was for many years Maine's distinguished typographer, Fred Anthoensen of Portland. Some of the works produced under the Colby imprint have been:

Carl J. Weber: *Hardy Music*, 1944

Carroll Wilson: *Descriptive Catalogue of the Grolier Club Centenary Exhibition of the Works of Thomas Hardy*, 1946

*Eight Hundred Years of Fine Printing*, 1946

Carl J. Weber: Annotated Edition of Housman's *A Shropshire Lad*, 1946

- Carl J. Weber: *The Jubilee of Robinson's Torrent*, 1947  
 Clara C. Weber (with CJW): *A Bibliography of the Published Writings of Sarah Orne Jewett*, 1949  
 Ernest C. Marriner: *Jim Connolly and the Fishermen of Gloucester*, 1949  
 Carl J. Weber: *A Thousand and One Fore-Edge Paintings*, 1949  
 Sarah Orne Jewett: *Lady Ferry*, 1950  
 James Humphry: *The Library of Edwin Arlington Robinson*, 1950  
 Carl J. Weber: *Hardy and the Lady from Madison Square*, 1952  
 Kenneth Roberts: *Don't Say That About Maine!* 1951  
 Harold T. Pulsifer: *Poems*, 1954  
 Ernest C. Marriner: *Kennebec Yesterdays*, 1954  
 Carl J. Weber: *Letters of Thomas Hardy*, 1954  
*American Heritage Collection of Paintings*  
 Presented to Colby College by Edith K. and Ellerton M. Jette, 1956  
 Richard Cary: *Sarah Orne Jewett Letters*, 1956  
 Israel Newman: *Interim of a Question Mark*, 1957  
 Ernest C. Marriner: *Remembered Maine*, 1957  
 Carl J. Weber: *The Rise and Fall of James Ripley Osgood*, 1959

When Professor Weber retired in 1959, his English Department colleague, Professor Richard Cary, succeeded him as Curator of Rare Books and Manuscripts, Editor of the *Colby Library Quarterly*, and Director of the Colby College Press.

The College enters upon its fourth half-century confident that it has in the Colby Library not only the materials and the service to make its teaching most effective, but that it also has a collection of rare books and manuscripts, as well as a list of publications, that have attracted favorable attention far beyond the college walls.





## CHAPTER XLIV

### *The Healthy Body*

ALL over the nation attention to physical exercise in our schools and colleges has followed two roads: one through athletic sports, the other through what is today called physical education. Both roads were laid out to reach the same destination, the health of the student, and both were prompted by student, not faculty demand.

In our church-founded colleges there was a puritanical attitude toward play of any sort. Pious, pulpit-bound students should not indulge in frivolous pursuits. But youth, even pious youth, must somehow vent their exuberance, and on every campus in the land there never was a time when some sort of unorganized play did not go on. Such play gradually developed into impromptu competitive games. With the rising popularity of baseball, immediately after the Civil War, there sprang up intramural organized teams, from which it was only a step to varsity teams and intercollegiate competition.

Such indeed was the beginning of athletics at Colby. At first there was a separate association for each separate sport. Even when those were combined into a general athletic association, control of all athletic matters — scheduling, financing, coaching, and eligibility — was completely in student hands. As time went on, increased expenses brought association debts. The students turned to alumni for help. As the graduates came to be persistently tapped for donations, they became inclined to demand some voice in control of the sports. The result was the Colby Athletic Council, on which the alumni had powerful representation.

It became apparent that only when one person could oversee finances for a period of years could any assurance be given of proper control; hence the selection of a permanent member of the faculty to serve as treasurer and as custodian of equipment. He and another faculty member sat on the athletic council and acted as liaison between that council and the faculty.

Finances also provided a powerful reason for eventually bringing athletics under control of faculty and trustees. The athletic council, especially with alumni stimulation and support, often called upon the corporation for financial assistance. Would the College pay for a new cinder track? Would it build a new fence? Would it pay for portable stands? Would it maintain a hockey rink? Would it pay for a coach, if he would devote part time to physical education? The answer was not always No, and the result was chaos in athletic administration.

Meanwhile traffic was developing along the second road, that of physical education. As early as 1845, the frequent boisterous "blow-offs" of student exuberance caused the faculty to give attention to the need for physical exercise in



some less obnoxious form. Curiously enough, it was abandonment of the college workshop that accentuated the need. Students had been expected to work off surplus energy in that shop. After the shop had been closed as an unprofitable venture, the students asked for use of the building as a place for gymnastic exercise, and they agreed to supply the furnishings. The faculty consented, with the provision that the students must be responsible for any damage to the building.

Apparently no student organization was formed and no equipment was furnished. Interest subsided, for George King recalled that, when he entered the college in 1853, there was no gymnasium and during his four years as a student he never heard of "physical culture."

After the Civil War came the development of "Swedish gymnastics." No sooner had classes resumed after the conflict than the boys clamored for a gymnasium. In 1869 the Trustees at last heeded the plea with an appropriation of \$1200 to erect a building. That there was some thought of systematic instruction is seen by the trustee vote "to assess each student one dollar per term for the use of the gymnasium, or two dollars in case a teacher should be employed." When the tiny wooden building, scarcely bigger than a shed, was finished, the *Oracle* said:

The Gym, so long discussed, has at last become a realized fact. The Trustees, in August, 1869, made the necessary appropriations, and President Champlin with his well known energy immediately set about the erection of the building, which was ready for occupancy when the spring term began [1870]. That the Gym meets a great want in American colleges is certain. It is in this country one of the greatest modern improvements. The pale, thin, dyspeptic student will soon be a thing of the past; the idea of true scholarship combined with a healthy body will prevail.<sup>1</sup>

No instructor was immediately employed, no apparatus was installed, and students were left free to use the gym as best they could without supervision. The only resemblance to gymnastic exercise was voluntary military drill, introduced as a result of the Civil War. A group of students formed themselves into the "Colby Rifles," drilled by an upperclassman. Rifles were furnished by the state, and the company had the reward of a place of honor in the Decoration Day parade. But most of the students cared little for organized drill, and in a few years the "Colby Rifles" disappeared from the scene. The boys preferred the *laissez faire* style of exercise in which the period abounded. Nevertheless campus and gymnasium were scenes of activity, each in appropriate season. President Robins' insistence on "harmonious development of body, mind and spirit" did give impetus to gymnasium use in the late 1870's, but not even he suggested that the College make it compulsory. In the early years of that decade, the gymnasium got such rough treatment that in 1875 the College agreed to repair it only if the students would form an association to prevent its further abuse. The renovation, made in 1876, caused the *Oracle* to say:

The Trustees, at their last annual meeting voted to rebuild the Gym. As a result we now have a fine brick building much larger than the old one, and in every way suited to student needs. It is 70 by 65 feet, with all necessary height. A fine bowling alley is connected with the main building. A rubber course for running has been put down, and other appar-

atus will soon be added. A large number of students engage daily in gymnastic drill under the direction of Dr. Wilson, our popular instructor. We now have the best Gym in the State, and the students are justly proud of it.<sup>2</sup>

How far the College was from compulsory physical education is shown by the new provision in the 1879 rules of the Gymnasium Association that "none but members of the association will hereafter be admitted into the building." Although any student could become a member by signing the constitution, a significant number were not interested.

The long awaited apparatus consisted of four rowing machines, two chest and shoulder machines, two inclined ladders, a pair of parallel bars, a pair of breast bars, two sets of horizontal bars, a vaulting stand, two suspended rings, eight flying rings, a peg pole, a climbing pole, three climbing ropes, a striking bag, two mats, three dozen wands and a like number of Indian clubs and dumbbells.

When, in the 1890's, physical training under a faculty instructor became a curricular requirement, it is astounding to learn that it was the result of student, not faculty demand. Since 1879 the *Echo* had persistently called for the requirement. In 1881, welcoming the advent of an instructor for optional work in the gymnasium, the *Echo* said: "We believe that our efforts to establish a system of compulsory gym work will soon be rewarded." Although the reward did not come soon, it did come a dozen years later. And then what happened? Before 1900, and repeatedly in the subsequent half century, student demand was completely reversed. No sooner did the students win their struggle for compulsory gym classes than they wanted to get rid of them. For many years the most hated requirement at Colby was "P.T."

After gymnastic instruction became regularized, there was usually some link between "Gym classes" and athletics. In 1889 a public exhibition was held in the City Hall for the benefit of the Athletic Association. On a blustery February evening it drew a good audience and netted over three hundred dollars. The program included an item called "hitch and kick" and others more easily understood today, such as sophomore dumbbell drill, work on the horizontal bar, Indian club swinging, fencing, tumbling, pyramids, wand drill, and running high jump.

In 1907 President White recommended that "a physical director for men be employed at a salary of \$1000, of which \$200 shall be paid by the Athletic Association." When, finally, the decision was made to combine in one person the office of Director of Physical Education and Director of Athletics, that change was promoted by appeal of the alumni, not by the administration.

As long as Colby remained on the old campus near the Kennebec, its only improvements on the obsolete gymnasium of 1876 were modest remodeling within the existing walls and the building of the Field House in 1929. The latter had been intended as the first step in a campaign for a complete athletic plant, including a new gymnasium. A previous chapter has already pointed out that the decision to move to Mayflower Hill turned that campaign into one of more extensive development.

The Field House was the result of the determined zeal of the chairman of the Trustees, Herbert Wadsworth. With its glass roof, its huge interior space, its superior accommodations for basketball, and its regulation indoor track, it remained the most useful facility for athletics and physical education until the new field house was opened on Mayflower Hill.



What facilities, in toto, were gradually developed for physical training and sports on the old campus? There was the athletic field described in the *Student Handbook* of 1900 as "situated on the college campus by the side of the gymnasium, and containing the baseball diamond, football grounds, a quarter-mile running and bicycle track, a grandstand, and an uncovered stand." The *Handbook* proudly added, "The cinder track is the only one at present in the State." When a wooden grandstand was built on the west side of the field in 1885, seating three hundred persons, the *Echo* had remarked that the necessity of taking seats from the classrooms and returning them after games had now been eliminated.

For some time a bowling alley was maintained in the basement of the gymnasium, at one time a wooden track encircled the gym floor during the winter, and at other times basketball held sway, although the room was too small for a regulation court. Tennis courts were built, both by the College and by individual fraternities, but it was not until after 1920 that two excellent clay courts near Coburn Hall made it possible for Colby to offer facilities for the Maine Intercollegiate Tennis Tournament comparable to such courts elsewhere in the state.

In the following chapter we shall consider the development of various athletic sports at Colby. In this chapter it is appropriate that we confine our attention to athletics in general. A few words may well be said, however, about Colby's earliest competitive games. Believe it or not, the first intercollegiate sport at Colby was croquet. The game had become popular in the 1850's, and intramural contests became popular between the classes. In 1860 Colby students received an invitation from a group at Bowdoin to contend in a momentous battle at croquet on the Brunswick campus. Unfortunately we have no record of the names of the players or of the outcome of the battle, but William Smith Knowlton, who was a Colby freshman in 1860, remembered distinctly that the contest occurred.<sup>3</sup>

Baseball came also in the 1860's, and the story of its development will be told later. What many Colby graduates do not know is that boat racing was a Colby sport of the 1870's. It is first mentioned in the *Oracle* of 1874, which lists a boat crew for each class, and two rival groups, the Colby Boat Club and the University Boat Club. There is doubt whether any of the clubs owned a regulation rowing shell, such as Harvard crews then used on the Charles River. The Colby craft were probably very simple boats, and there is evidence that the number of men in a crew did not exceed four. The scene of activity was the Messalonskee Stream, and there it continued, at least in some form of boating, into the 1880's. No Colby boathouse was ever built on the Kennebec.

The Colby Athletic Association was founded in 1881. Its purpose seems to have been chiefly to supervise the annual field day, which we shall describe in the next chapter. In 1890 the students decided to make it truly a general association, "organized for the cultivation of general athletic spirit at Colby, and for the holding of an annual field day in June, when prizes of considerable value are offered."

In 1896 the Association was placed in complete control of the athletic program. A new constitution gave it "direction and control of all athletic sports and contests, to keep in order the running track, tennis courts, and all other athletic properties, and in general to have charge of the college campus so far as its use for athletic sports is concerned." Association dues were eight dollars a year for men and three dollars for women. No student could be a member of a Colby team unless he belonged to the Association, and for nonplayers the reward for membership was free admission to all games. Much power resided in the executive committee, whose duty it was "to supervise all gymnastic exhibitions and

all athletic contests, appoint captains and managers of the teams, provide the means for carrying on athletic sports, and disburse all moneys in accordance with votes of the association."

The 1896 constitution gives us insight into the athletic program of that time. It consisted of an annual fall long-distance run (cross-country); a series of fall football games; an annual winter athletic exhibition; a tennis tournament for men and one for women; an annual bicycle meet; a spring field day; and a series of spring football games. Thus by 1896, except for the exercises in the gymnasium and the winter exhibition of gymnastic work, athletics at Colby had spread from a modest beginning in croquet to the inclusion of five sports: baseball, football, track, tennis, and bicycle racing.

It was through the Athletic Association that Colby became known as "the Blue and Gray." The official college color had long been silver gray. In its constitution of 1896, the Athletic Association declared: "The official color of the Association shall be a dark blue, corresponding to the permanent blue of Windsor and Newton's oil colors. On public occasions, when it is desirable to use the color in decorations, it shall be combined with the college color, silver gray. This use of the combined colors shall also apply to athletic uniforms."

By 1900 the alumni had come to show pronounced interests in athletics. In 1904 a committee of alumni, composed of J. F. Hill, Archer Jordan and A. F. Drummond, appeared before the Trustees with a plan to improve the athletic field at an expense of \$2500, which the newly formed Colby Club proposed to raise. The committee asked the Trustees to contribute to the improvements by moving the Hersey House outside the field enclosure.

After the close of the First World War there was formed the Colby Athletic Council, which replaced the old executive committee of the association, and on that council the alumni, as well as students and faculty, awarded letters, controlled expenditures, and most important of all, appointed a graduate manager of athletics. The first person to hold that office was Robert L. Ervin, 1911, a local clothing merchant, who later became what his classmates called an "oil baron," as head of the Spring Brook Ice and Fuel Company. He was succeeded in 1920 by Prince A. Drummond, 1915. The next year saw the coming of C. Harry Edwards as head of the Department of Physical Education, under an arrangement by which that officer was supposed to take over also the duties of graduate manager of athletics. The area of authority was hazy, however, and the question often arose as to which hat Edwards was wearing and to whom he was responsible.

The Centennial of 1920 gave stimulus to many changes and improvements, and it was in the enthusiasm of the centennial year that prominent alumni determined to bring the College officially into the athletic situation. At their request the Trustees appointed a committee, which in June, 1920, made the following report:

Your committee firmly believe in well-balanced physical training and athletics and affirm these should be recognized as an essential part of educational work. It is our opinion that the College should organize a Department of Physical Training and Athletics, and that the Faculty should make adequate provision for it in the schedule of classes. We recommend that a trained director be obtained, who is a man of education and character, competent to teach physiology and hygiene and to be held responsible for the gymnasium and the entire athletic equipment, and



who is also competent to supervise physical training and athletics and to give both general and individual training. We recommend that the Athletic Director be a member of the Faculty with voice and vote in faculty meetings. We recommend that physical training be compulsory for freshmen and sophomores.

We further recommend that there be an Alumni Governing Committee, appointed by the Trustees, who shall nominate the director, and after his appointment shall assist him in engaging coaches and supervising athletic policy. We recommend that the Director, with the Alumni Governing Committee, shall arrange a budget for each sport, and shall see that in each annual budget of the association a definite margin is included to apply to the retirement of the present debt. Finally, we recommend that the Trustees appropriate annually the sum of \$5000, to be expended under the direction of the Alumni Governing Committee for the salary of the director, compensation for coaches, and upkeep of the gymnasium and equipment.

Not until those recommendations were accepted did any athletic coach at Colby hold a position on the faculty. The first to have that distinction was Michael J. Ryan, coach of track. The decision to employ a full-time director raised questions as to Ryan's status. What were his duties as Instructor of Athletics? What would be his relation to a new director? In order to clarify the situation, the Trustees voted to accept the plan proposed by the alumni, "with the understanding that Mr. Ryan is to be retained in some capacity by the Athletic Council and that his salary shall form part of the appropriation of \$5000." When concern was expressed about where the proposed \$5000 would come from, Charles Seaverns generously offered to contribute \$3500 a year for an indefinite period, to be expended for the Department of Physical Education.

The Alumni Governing Committee was composed of Archer Jordan, Frank Alden, Herbert Wadsworth, Robert Ervin, A. F. Drummond, and Charles Seaverns. They selected as the new director C. Harry Edwards, a young graduate of Springfield College, who began his Colby duties in September, 1921. Soon thereafter the committee went out of existence, and its place was taken by the Athletic Council, composed, as we have already stated, of students, faculty and alumni members.

No man could at once take control of Colby athletics. Students and alumni had been too long in the saddle. Financial responsibility also remained confused for several years. "He who pays the piper calls the tune," and coaches were paid wholly or in part by the Athletic Council. Some were employed directly by the Council without consultation with the Director. It became difficult to tell what were a coach's responsibilities and to whom he was responsible. Soon after his appointment Edwards was fortunate to have the assistance of two men, both employed by the Alumni Council, and both so competent and so loyal to the College that they remained on the staff long after Edwards himself had gone. Edward C. Roundy and Ellsworth Millett won the lasting gratitude of Colby men for their sterling character, their competent coaching, and their sincere interest in boys. Roundy was Colby's first year-round coach, handling football in the fall, hockey in the winter, and baseball in the spring. Millett, first employed as assistant to Roundy, soon became head coach of hockey, developed freshman teams in other sports, and became so well-known and so fondly loved by all the graduates that he was the natural choice for Alumni Secretary, a position he still honored in 1960.

If Edwards' responsibility for athletics was somewhat hazy, there was no

doubt about his supremacy in the formal program of physical education. "P.T." classes had long been unpopular, and Edwards' determination to enforce impartially the requirement of attendance at those classes did not increase their popularity. In the years immediately following the coming of Edwards, the faculty records are filled with actions taken on his instigation. First, the faculty agreed to give one semester hour of credit for each required term of physical education, so that no man could receive the Colby degree without four properly accredited hours in that subject. In April, 1923, Edwards complained that 24 men of the junior class were deficient from one to three semesters in the requirement. The Committee on Athletics and the Committee on Standing investigated the cases, supported Edwards vigorously, and demanded that each delinquent must make up his deficiencies before he could receive the degree. As a result several men did not get their diplomas until a year or more after the graduation of their class.

As we have pointed out in a previous chapter, President Franklin Johnson had no sooner taken office than he became determined to straighten out the tangled web of athletic responsibility. At the first Trustee meeting after his election, a meeting held in Portland in November, 1929, Johnson reported to the Board:

The Department of Physical Education has presented a distressing state of disorganization. Professor Edwards is the only one with academic rank appointed by your Board. Coach Ryan was appointed by my predecessor and seems to have been given faculty rank without vote of the Board. His salary is paid by the College. Coach Roundy has been appointed and paid by the Athletic Council. The salary of Coach Millett has been paid one-half by the Athletic Council and one-half by the College. That such a group of men have worked harmoniously, as indeed they have, is nothing short of marvelous. But the possibilities that might emerge from such a situation make its continuance unthinkable. There is no evidence of a comprehensive, clear-cut program of physical education, in which each of those men has a part. Only one of them regards himself as responsible to the Trustees through the President. Three of them recognize no definite responsibility to the Professor of Physical Education. From this time forward, if you so approve, each of the other men will be responsible to Professor Edwards, as head of the department, and he in turn will be responsible to the Trustees through the President. The Athletic Council has agreed to turn over to the Treasurer of the College the money formerly paid directly to coaches by the Council. The salaries of all persons serving on the staff of Physical Education and Athletics will be paid henceforth by the Treasurer of the College.

• The Trustees gave hearty approval to Johnson's *fait accompli*, and the new President thus succeeded in taking the first important step toward college control of athletic policy. All coaches were placed on a full-time basis, with duties in physical education as well as athletic sports. But the action went only part way. It did not bring control of athletic finances into the hands of the College Treasurer; it did not integrate health and infirmary services into the physical program; and the coaches were not given faculty status. The catalogue no longer carried Ryan's name in the faculty list, but placed it and the names of other coaches under the heading "Athletic" at the end of a list of "other College Officers."



The complete change was finally made in 1934, when, following Edwards' resignation, President Johnson brought to Colby the man who would make the department the comprehensive, efficient organization it had become by 1960, for by that time Gilbert F. "Mike" Loeb, Professor of Health and Physical Education, had made the department a model for other colleges to emulate. By 1952 Loeb's duties had become so heavy that it was decided to create the position of Director of Athletics. That officer would be responsible to Loeb, the department head, but would relieve him of making athletic schedules and other details, including supervision of intercollegiate sports. To the new position was appointed the popular and successful coach of basketball, Leon P. Williams.

On April 14, 1934, the Trustees, on recommendation of President Johnson and the Alumni Council, voted to create a Department of Health and Physical Education, to include not only the program of physical training and athletic sports in both divisions of the College, but also direction of the medical and nursing services in both divisions. The new program called for the head of the department to nominate the college physician, appoint nurses, supervise infirmary services, and be fundamentally responsible for the care of student health. It required also that he develop and supervise a program of intramural sports; that he be Director of Athletics, responsible for schedules and equipment; that he assign each member of the staff to some clearly defined duty in each of the fall, winter, and spring terms. Every member of the staff was given faculty rank. All athletic finances would henceforth be handled by the College Treasurer and the Athletic Council would be only advisory.

Although athletic eligibility did not become a faculty issue until after 1900, it had attracted attention as early as 1886. In that year the baseball associations of the four Maine colleges were wrangling about a so-called "ringer" at one institution, and during the ensuing two decades accusations were hurled at every one of the four colleges. Probably at none of the four was the record entirely clean. As it became increasingly evident that the pot was calling the kettle black, faculties began to set up eligibility rules. They were prompted not only to preserve the good name of their college, but also to improve academic standards.

In April, 1913, the Colby faculty voted "to adopt a plan for keeping the members of the athletic squads at work in their studies, in accordance with which the several instructors are to report to the Athletic Committee the names of students who are not doing good work." In June of the same year it was decided that any student having such academic deficiencies as degraded him to a lower class should be ineligible for one year. In the following April, three students were suspended from college for violating the eligibility rule. In May the faculty bore down on students involved in a tennis tournament held without faculty approval. The time had now come when the faculty must approve athletic schedules as well as set standards of eligibility. In December the faculty declared that their approval of an athletic schedule did not permit any student to be absent from a semester examination.

In the progressive spirit of the centennial celebration, Rex Dodge, 1906, proposed an athletic code, which was enthusiastically adopted by alumni, faculty and students, and which received official approval of the Trustees on June 26, 1920.

Believing that athletics are helpful or harmful directly in proportion as they are conducted according to the highest ideals of sportsmanship,

we, the students, faculty and alumni of Colby College, signify our desire and determination to do all in our power to maintain the highest possible ideals in the conduct of athletic sports.

We believe that such standards of scholarship should be maintained as will admit to membership on athletic teams only those men who can take part in the intercollegiate contests without lowering the recognized scholastic standards of the College. We approve the eligibility rules of the Maine Intercollegiate Athletic Association, and we denounce as unfriendly to our College any act by student or alumnus which shall result in any violation of the spirit or letter of those rules, or which will result in the tendering of help to any athletic student which he would not receive except for his athletic tendencies.

We believe that our athletic sports can be successful only when individual interests give place to loyalty to the College; that no student is worthy of a place on one of our teams who is unwilling to observe so strictly the rule of training that no act of his can possibly jeopardize the team's chances of success. We express our conviction that the standard of manhood at Colby is influenced greatly by the individual ideal in sport, and we desire that the greatest honor shall be extended to the student who manifests the highest type of sportsmanship rather than personal powers alone. We are firmly convinced that intercollegiate athletic rivalry is desirable when conducted as a means to an end, but we would avoid the spirit of winning for itself alone. We stand firmly behind our athletic sports and will do everything possible, in conformity with the foregoing principles, to make them successful.

In 1923 the Colby Athletic Council voted "that the Maine State Series eligibility rules shall be effective in all games in all sports at Colby College, and that this ruling shall prevail beginning with the baseball season in 1923." In the following year the Council voted to exclude freshmen in their first semester from all intercollegiate teams. The later freshman rule, excluding freshmen from varsity teams throughout the year, did not go into effect until 1940.

In their eagerness to enforce the Centennial Code, the faculty at first adopted rules demanding that every member of an athletic team must stand at all times above passing in each subject, with the result that men were withdrawn from teams often on the eve of an important game. From week to week no coach knew what men he might lose over night. Meanwhile daily recitations were becoming less important, and more emphasis was placed on hour examinations and prepared papers. It was therefore decided to base athletic eligibility upon standing only at the middle and the end of each semester. The new rules adopted in 1929 declared:

A student shall be ineligible to represent the College in any public way if

1. He is a special student.
2. He is not carrying at least 15 semester hours.
3. He has more than two deficiencies, of which only one shall have been incurred in the preceding semester.
4. He has received more than two warnings at mid-semester, in which case he shall be ineligible for the remainder of the semester.



5. He has been permanently degraded to a lower class, in which case the ineligibility shall continue for one year.
6. He is a transfer student with full credits, for he is thus affected by so-called "one year rule."<sup>4</sup>
7. He is a freshman who has previously attended another college; in which case, however, he shall be eligible to representation open only to freshmen.
8. He is on probation, in which case the ineligibility shall be co-extensive with the probation.

The 1929 rules prevailed until 1933, when vigorous protest was registered against declaring men ineligible in the middle of the basketball and hockey seasons, as sometimes happened as a result of the first semester marks. On March 8, 1933, the faculty therefore voted to modify the rules by declaring that "ineligibility announced at the close of the first semester shall take effect one month after the registration day of the second semester."

With minor changes the 1933 eligibility rules prevailed until the Second World War. The *Gray Book* (the handbook of student regulations) was not published in 1942 or 1943, but in 1944 it said:

Like most colleges, Colby has in normal times strictly enforced eligibility rules governing the right of a student to represent the College in extra-curricular activities. Because the war has caused suspension of inter-collegiate athletics at Colby and has eliminated other trips by student groups, all previous eligibility rules are suspended. For the duration of the war the customary rules are waived, and any regular student is eligible to participate in organized extra-curricular activities unless he or she is on probation.

When normal college activities were resumed after the war, the faculty decided to continue the wartime policy in respect to eligibility. President Johnson had long argued that the standards of retention should be sufficiently high to grant to any student allowed to remain in college the right to participate in any activity, but it was not until 1947, after President Bixler had been for five years in office, that the policy which Johnson had advocated as early as 1935 was eventually adopted. The *Gray Book* then announced:

Colby has no eligibility rules. Recognizing athletics and other activities as a legitimate part of college life, Colby holds every student registered for a full program of academic courses to be eligible to participate in all college activities, unless he or she is on probation.

In 1948 the final clause was eliminated, and even students on probation were declared eligible. The Committee on Standing and the dean of the appropriate division were empowered, however, to make non-participation in activities a requisite for continuance in college, if in their opinion a case should so demand. In 1953 students on probation were henceforth not excused from classes for any extra-curricular participation. Whether students on probation should be allowed to participate at all remained a moot point, and in 1960 the faculty was considering a return to the 1947 rule.

Colby has faithfully observed the eligibility rules of the various state and national athletic organizations in which it has from time to time held membership. The College has especially cooperated in the development of the Maine Inter-collegiate Athletic Association, which supervises the schedules and the general regulations concerning athletic relations among the four oldest degree-granting colleges in Maine.

In the early days very little money was spent on physical education and athletics. As late as 1893, after football had been introduced, the total expense of operating all the teams did not exceed \$1500. Even in 1910, when the Athletic Association was paying for part-time, seasonal coaches, all the costs did not reach \$3500. By 1936 the appropriation had risen to nearly \$17,000, not including the salaries of the coaches, all of whom had been made regular members of the faculty. Six years later, in 1942, the appropriation was more than \$21,000. In 1951, when all athletic activity had been removed to Mayflower Hill and enrollment had increased markedly, \$32,000 was needed to carry on the program, and in subsequent years it mounted steadily until in 1959 the amount was \$48,734 — three thousand dollars more than the total for faculty salaries in 1920. If the 1959 athletic appropriation were compared with faculty salaries in 1919, the difference would be even more striking, because 1920 was the year when faculty members received an unprecedented salary increase of forty percent.

How did the white mule come to be the Colby mascot? The polar bear of Bowdoin and the black bear of the University of Maine antedated the Colby mule by several years, and it is quite possible that the Bates bobcat also came earlier. When this historian was a student no one seemed to consider that any such thing as a mascot was needed for Colby athletic teams.

Joseph Coburn Smith, 1924, was responsible for many innovations at Colby, both in his student days and in his later official capacity as Director of Public Relations and editor of the *Alumnus*. In his senior year Joe was editor of the Colby *Echo*, just as Frank Johnson had been thirty-three years earlier. Like Johnson, Joe was interested in the honest promotion of athletics. On November 7, 1923, Joe published an editorial suggesting that, because Colby football teams so often upset predictions of the newspaper dopesters, Colby no longer appeared as a "dark horse," but ought to be symbolized by a "white mule."

Heeding Joe Smith's advice, a group of students got busy, located a white mule on a Kennebec farm, borrowed the animal for the Bates game on Armistice Day in 1923, and placed the animal, properly caparisoned in blue and gray, at the head of the band and student body as they marched on to the field.

Colby had already beaten Bowdoin and Maine that year, and only the Bates game lay between Colby and the state championship. The new mascot proved effective. Colby defeated Bates 9 to 6, Ben Soule kicking the winning field goal and Bill Millett's punts repeatedly setting back the Bates onslaught. That was enough to make Joe Smith's suggestion permanent. Thirty-five years later the Colby mascot was still the white mule.

#### THE HEALTHY WOMAN

Women had been enrolled in Colby College for fourteen years before any clamor to provide them with physical exercise, or any such opportunities as were afforded the men by the gymnasium, reached the columns of the campus news-



paper. It was not until 1887 that the *Echo* espoused the cause of physical education for women.

Since we have so freely thrown open our doors to coeducation, the wants of the fair ones must not be overlooked. The young ladies need exercise as much as do the young men, and they have come to realize the need of a gym. They are, however, very moderate in their demands, and only ask for a little simple apparatus, such as dumbbells, Indian clubs, and wands. It seems as if their petition is worthy of more immediate consideration than "Wait until Mrs. ----- dies, then perhaps you can have a gym." We do not wonder that the young ladies feel a little discomforted on being invited by the Prudential Committee to wait for some dead woman's shoes.<sup>5</sup>

Before the opening of Foss Hall in 1904 the women had little opportunity for any physical exercise except croquet and tennis. It was unthinkable that they should be admitted within the sacred portals of the men's gymnasium, and they had no gymnasium of their own. President Nathaniel Butler, however, having appointed Mary Sawtelle as the first Dean of Women, heeded her plea for a physical instructor as early as 1898. Arrangements were made for a common instructor with Coburn and the use of a room at that institute. Miss Margaret Koch of Chicago thus became the first teacher of women's physical education at Colby. She started her work in 1898 by being not only a student in certain college classes and an instructor at Coburn, but in her college appointment wearing the two hats of elocution and physical education. That combination was indeed not unusual; it was quite in keeping with precedent appointments in the Men's Division. Since 1889 the man in charge of the gymnasium had carried the title "Instructor of Elocution and Gymnastics." President Butler altered Miss Koch's title a bit by calling her "Instructor of Physical Culture and Expression."

After Miss Koch left in 1902, physical instruction for the women was in abeyance for three years, because the arrangement with Coburn could not be continued and no room at the College was available. The building of Foss Hall, with a planned gymnasium in the basement, made it possible to add a full-time person to the staff. Dean Berry and President White agreed that health and physical education should be combined, and they were fortunate to secure the services of Dr. Mary S. Croswell as Resident Physician and Director of Physical Training for Women. Dr. Croswell remained for four years and laid the groundwork for what eventually became a strong department. It is possible that the insistence of Dean Runnals, in later years, that improved attention be given both to the health and the physical training of College girls may have been due in no small measure to her having been a Colby student when Dr. Croswell was in charge of the program.

Dr. Croswell was succeeded in 1909 by Miss Elizabeth Bass as Director of Physical Training for Women, but she made no pretense to medical training, and unfortunately many years would elapse before physical exercise would again be associated with health and care of the sick. Between 1910 and 1913 Miss Bass combined her instructional duties with those of Dean of Women. Her successors until the effective reorganization worked out by Dean Runnals in 1922 were Josephine Crowell, 1913-14; Florence Hustings, 1914-16; Florence Emery, 1917-20.

No person of faculty rank gave physical instruction to the women from 1920 to 1922. Meanwhile the new dean, Ninetta Runnals, was working for a sound

and permanent program. She wanted a woman of mature years and thorough training to build up a physical program based on scientific instruction, modern methods of gymnasium work, and a broadening intramural program of competitive games. She found that person in Miss Corinne Van Norman, who came as Instructor in Hygiene and Physical Education in 1922, had her title changed to Instructor in Health and Physical Education when the department of that name was organized under Professor Loeb in 1934, and retired in 1939 after seventeen years of competent service.

By 1938 increased enrollment called for a second person on the staff, and Miss Van Norman was then joined by Miss Marjorie Duffy. After her marriage to Philip Bither of the Modern Language Department, Miss Duffy continued as a member of the department until 1941. In later years she was frequently called upon as a substitute instructor, as ski instructor, or in some other capacity, until in 1957 she returned to the department as a full-time teacher of physical education and was still serving in that capacity in 1960.

In 1940 there came to Colby, in charge of physical education for women the woman who was to have the longest continuous tenure since the program had been started in 1898. Miss Janet Marchant began as instructor in 1940, was promoted to assistant professor in 1946, and to associate professor in 1957. After twenty years at Colby she was still in active service in 1960. By that time she had two assistants, Mrs. Bither and Faith Gulick. Since 1934 the entire program of physical education and athletics had been coordinated into a single department, encompassing both the men's and the women's divisions, headed by Professor Gilbert F. Loeb.

In 1921 was organized the Women's Health League to cooperate with the newly organized Department of Hygiene and Physical Education for Women in the required and elective courses and in the program of games and exhibitions. Each class elected a health officer. Dean Runnals explained, "This league differs substantially from an athletic association. The athletic work is merely one phase of its activities."

Long before the coming of Miss Van Norman, even before Miss Koch arrived as the first gymnasium instructor, Colby women had not been entirely denied athletic games. As early as 1893 there was a "Ladies Tennis Association," and as early as 1880 the girls were playing croquet. The first mention of women's basketball was in 1897, when juniors beat sophomores in a two-game series. In 1898, the year when Miss Koch arrived, the Class of 1901 took the women's basketball championship. Those certainly were not high scoring days, because 1901's scores against the three other classes were 8 to 7, 10 to 2, and 7 to 6.

Women's sports were latent during the new century's first decade. Annual issues of the *Oracle* were entirely silent on the subject. But after the Class of 1913 entered college, interest was reawakened. Under the stimulus of Miss Bass, basketball, tennis and drill teams gained enough prominence to rate two pages in the *Oracle*. Two women, both in the employ of the College forty years afterward, were prominent in those years, for Eva Macomber Kyes was captain of 1913's basketball team, and Phyllis St. Clair Fraser won the goal-throwing contest. In 1914 another woman whose husband was for many years on the faculty entered the athletic scene, when Ethel Merriam Weeks was elected "Head of Sports."

In 1912 Miss Bass and Eva Macomber attended a meeting at Smith College out of which developed the Eastern Association of Physical Education for College



Women. That association is now part of a great national body and is closely affiliated with the Athletic Federation of College Women.

No reader who has lived through the past forty years needs to be reminded of the change in women's recreational costumes. Considerable yardage separates the modern bikini from the bathing suits of 1910. Bulging bloomers and long black stockings characterized the gymnasium uniforms, but as late as 1920 President Roberts forbade the girls to cross College Avenue clad in those outfits. What he would say about the shorts-clad tennis players of today can be imagined.

By 1930 field hockey had become popular, volleyball was receiving attention, and women were becoming interested in winter sports. In 1936 was organized the Women's Athletic Association, controlling the intramural program in field hockey, tennis, basketball, volleyball, and archery. The Association conducted a Fall Picnic for freshmen.

In 1936, several years before any building on the new site was ready for occupancy, the women participated in a winter carnival held on Mayflower Hill, competing with women invited from Bates, Maine, and University of New Hampshire. A skating rink was opened behind Foss Hall. The next year saw the introduction of softball and fencing, and there began the practice of "after dinner coffees" to honor team and individual winners in all sports.

Colby women are proud of the fact that they have never had a program of intercollegiate contests, as have the men. Miss Janet Marchant, who in 1960 was still Associate Professor of Health and Physical Education and director of the women's program, investigated, on request of this historian, the long history of women's sports at Colby. Concerning the persistent stand against intercollegiate competition, she wrote:

The women who founded both the Eastern and the National associations voted that in colleges where men's varsity programs were strong, intramural programs were weak. Such practices as evaluating sports by gate receipts, distributing athletic scholarships, and absence from classes to make extended trips, were all no part of an intramural program. The women were determined to avoid those evils. The policy of no intercollegiate competition is not universally followed by the women's associations in the colleges, but it is quite generally observed. At Colby the purpose has always been to offer a wide program of individual and team sports for the enrichment of the participants' lives.

As *de facto* coeducation gradually replaced *de jure* coordination at Colby, did men and women students ever participate in the same athletic teams? Surprisingly the answer is Yes. In one intercollegiate sport, and only one, Colby boys and Colby girls together represented the College in contests with other colleges. That one sport was yacht racing.

## CHAPTER XLV

### *Playing the Game*

**T**HE previous chapter has recounted the development of athletic policy at Colby. Let us now give attention to the various organized sports.

#### BASEBALL

John Moody, 1867, always insisted that he was the man who introduced baseball at Colby. When the writer of this history was teaching at Hebron Academy, Moody was an aged resident of the town, retired after a distinguished career as principal of Hebron and Bridgton academies and of Edward Little High School in Auburn. Entering Colby in 1863 at the age of sixteen, Moody was too young to be drafted into the Civil War. He told the writer that in his sophomore year he saw a game of baseball played in Portland, secured a ball and bat, and provided informal games on the campus in the spring of 1865.

So much for the unofficial tradition. So far as the official record tells us, organized baseball began at Colby in the spring of 1867, when a team was formed under the captaincy of Reuben Wesley Dunn of the Class of 1868. His team and Charles Foster's in the following year played only three games each, and the ensuing years saw only sporadic interest until 1875, since when there has been no lapse of organized baseball except for two years during the Second World War. It was the son of a famous Colby man who began that uninterrupted record, for Josiah Drummond, Jr., 1877, was captain of the team in both his sophomore and his junior years. Other captains who became prominent alumni were Hugh Chaplin, 1880; Forrest Goodwin, 1887; Arthur J. Roberts, 1890; Oliver Hall, 1893; John Coombs, 1906; Charles Dwyer, 1908; and Ernest Simpson, 1916.

It is generally known that gloves, mitts and masks were not used in the early days, but what is not so generally remembered is the method of the pitcher's delivery. C. B. Stetson, 1881, recalled:

In 1877 nine balls instead of four were allowed before a batter could get a base on balls. Underhand pitching was the vogue, and the pitcher was required to swing his hand below his hip; otherwise it was a "foul pitch," several instances of which put the pitcher out of the game. The catcher had no protector, mask or mitt.<sup>1</sup>

Another instance of the simplicity of early baseball was remembered by William A. Smith, 1891. A Waterville boy, born in 1868, Smith attended the campus games before he was a student in the College. At one such game in



1880, a batter hit a long ball into the grass north of the Gymnasium. One defense player after another joined in fruitless search. Even with the help of the offense the ball could not be found. It was an important intercollegiate contest, Colby against Bowdoin. "Hod" Nelson, the local horse breeder and later the owner of the world champion trotter "Nelson," was at the game with one of his fast horses hitched to a sulky. Hod jumped into the seat, raced the horse down town, purchased a ball and sped back to the field, so that the game could be resumed. A state series championship game in 1880 was being played with only one ball.

The Maine Intercollegiate Baseball Association was formed in 1883, at a time when Colby was supreme at the game, for Colby won the state championship every year from 1881 to 1884, and again in 1886, 1887, 1890, and 1891. In 1883 the *Echo* said, "Our boys have had the honor of breaking in new uniforms." Perhaps the new uniforms were responsible for the team's spotless records, because that year Colby not only took the state championship, but also won every game on its ten-game schedule. The University of Maine was not yet a member of the league, the state series being fought out by Bates, Bowdoin and Colby. When it was over, the *Echo* said, "The scene after the final game with Bowdoin [Colby 3, Bowdoin 2], the reception at Waterville with horns, bells and fireworks, and the banquet at the Elmwood will long be remembered."

In the early days the team had no coach. Pleading for a gymnasium instructor in 1887, the *Echo* said: "A capable gymnasium man would be an excellent coach to the nine." The first coach was Harley Rawson in 1907. Some of his remembered successors were "Baggy" Allen of Fairfield and Fred Parent of Red Sox fame, before the long, enviable record of "Eddie" Roundy from 1925 to 1953. Roundy was succeeded by one of John Coombs's protégés, John Winkin.

In 1888 the team again sported new uniforms. The *Echo* proudly described the outfit.

The new suits for the nine are a great improvement over the old ones. The pants and shirts are very near the college gray, with hats to match, blue stockings and regulation shoes. The hats are trimmed with blue, and the word *Colby* in navy blue adorns the front of the shirts.<sup>2</sup>

In 1892, when William L. Bonney was captain of the varsity nine, there was a second nine captained by W. E. Lombard, and each class fielded a team. The varsity pitcher was Charles P. Barnes, later a justice of the Maine Supreme Court, while the President of the Colby Baseball Association was Frank Nichols, for many years publisher of the Bath (Me.) *Times*.

The 1893 constitution of the Baseball Association provided that any student of the College could become a member by paying the annual dues of five dollars. Besides the usual officers found in student organizations, the Colby BAA included a team manager, a captain of the first nine, a captain of the second nine, a scorer and a sub-scorer. Note how the players were chosen:

The Board of Directors of the Association and each captain shall together choose the players of each nine; the captain's vote counting three, and the vote of each director counting one.

Colby's most famous baseball player was John Wesley Coombs, 1906, star pitcher of Connie Mack's Philadelphia Athletics from 1906 to 1916. In college,

Jack Coombs pitched Colby to the state championship in 1902 and 1906, and in the latter season lost only three of seventeen games. In junior and senior years his catcher was Charles Dwyer, 1908, who afterward spent a lifetime of teaching and coaching at Hebron Academy and became known as the Grand Old Man of Hebron. Dwyer was said to be the only man, in Coombs's student days, who could hold that pitcher's fast ball.

Dr. J. Fred Hill, redoubtable friend of Colby athletics, played an important part in getting Jack his chance with Connie Mack. Pulling every wire he knew, including Mack's acquaintance with Jack's brother Tom, Hill succeeded in getting a Philadelphia tryout for the Colby pitcher. It resulted in a contract, and on July 5, 1906, Coombs pitched his first big league game, beating the Washington Senators three to nothing. It was in that first year with Mack that Coombs pitched his famous 24-inning game against the Red Sox in Boston, on September 1, 1906. With the teams tied one to one at the end of the ninth, the game went on for four hours and 47 minutes. Not until the 24th inning did Philadelphia get three more runs, while in their half of the inning the Red Sox were held scoreless by Coombs.

Jack's banner year was 1911, when he pitched 377 innings in 40 games, winning 28. That year the Athletics were opposed for the World Series by the New York Giants with their renowned pitcher, Christie Mathewson. He and Coombs faced each other in the third game of the series. After a terrific pitchers' battle that lasted eleven innings, the Athletics won three to two. Coombs participated in three World Series, 1910, 1911, and 1916 — the last as a member of the Brooklyn Dodgers. He is one of very few players who ever pitched all nine innings of three games in a single World Series.

Jack Coombs ended his professional playing career in 1918. He tried his hand at managing the Phillies of the National League, but soon turned to college coaching. For more than a quarter of a century, until his retirement in 1956, Jack was the successful and beloved coach of baseball at Duke University. On his Texas farm, planning strategy for the diamond and writing several books on the sport, Jack lived in happy retirement until his death in 1958.

Throughout the years Colby's record in baseball has been superior. In State Series competition, she has won 329 games, lost 271, and tied 5. Out of 84 state championships awarded since 1881 (there were several years when no series was played) Colby has won 25 and tied 7; Bowdoin 19 and tied 7; Bates 15 and tied 2; Maine 10 and tied 6. Under Eddie Roundy, Colby either tied or won in five consecutive years, 1931 through 1935; and under John Winkin, a protege of Coombs at Duke, there were four consecutive years of championship, 1956 through 1959.

When Colby moved to Mayflower Hill, plans were at once made for a superior baseball diamond to honor Jack Coombs. The first game played on the new field, on May 8, 1949, was a state series contest against Bowdoin, which resulted in a victory for Colby by the close score of two to one. The diamond was dedicated as Coombs Field on June 9, 1951, in the presence of that honored baseball veteran. It was Jack's last appearance at Colby.

#### FOOTBALL

The first mention of football in any Colby publication occurred in 1886, when in its issue of November 12 the *Echo* said:



We need fall athletics of some kind. In the spring we have our field day, our baseball games, and the perennial lawn tennis. A desirable fall sport can be found in football. It is the general impression that football is a rough and dangerous game, and even our stalwart men who daily whack a polo ball in the gym shrink from a football contest. But all who have seen the game scientifically played must acknowledge its beauties. We hope that by another fall we shall see football at Colby.

The next autumn the *Echo* lamented that attempts to start the game at Colby had fallen flat. It said: "A one-sided game between seniors and sophomores, characterized chiefly by ignorance of the rules, is the sum total of football history here this fall."

Football continued to be an intramural sport from 1887 until the formation of the first varsity team in 1892. An earlier attempt to form such a team in 1888 had proved abortive. Another attempt was made in 1891, as indicated by a comment in the *Echo*.

The organization of an eleven by the sophomore class was greeted as a step toward a college eleven. Class teams practiced daily, and the advocates of the game were highly encouraged. But again our football prospects have undergone a serious blow. The partially arranged game with the Maine State College has been canceled. One step has, however, been taken. The boys have seen a football and have discovered that it is not such a formidable thing as they had anticipated. Next year should see a Colby eleven in the field.

The *Echo* did not have to wait until 1892 to report a game of football played by a Colby team. It could not make that report with any thrill of pride, for Colby's first football game was played on November 7, 1891, against Cony High School of Augusta, and the high school team won by a score of 10 to 0. On that first varsity team the captain was S. R. Robinson, and other well remembered players were Archer Jordan, Walter Gray, and Cyrus Stimson.

The year 1892 marked the beginning of intercollegiate football at Colby, with Robinson still captain of the team. Colby's first game with another college had Bowdoin as the opponent on October 15, 1892, when Colby went down to a resounding 56 to 0 defeat. On October 29 came the first Colby football victory, when the team beat Maine 12 to 0. A return match with Bowdoin was played on November 5, when the Waterville boys held the Brunswick eleven to a score of 22 to 9. The Maine Intercollegiate Football League was formed in 1893. Colby defeated Maine 30 to 4, beat Bates 4 to 0, but lost to Bowdoin 42 to 4.

In the fall of 1894 there came to Colby from Hebron Academy the only man who ever captained Colby football teams for three successive years, Clayton Brooks. Named to the captaincy in his sophomore year, Brooks stood six feet, weighed 225 pounds, was fast on his feet and was a powerful blocker. In that year, 1895, Brooks's team won two games from Maine, 56 to 0, and 18 to 6; lost one to Bates, 6 to 0; and lost two to Bowdoin, 6 to 0, and 5 to 0.

In Brooks's second year as captain, 1896, Colby held Bowdoin to a 6 to 6 tie in the game at Waterville, took two games from Maine and another from Bates. Then in their captain's senior year, 1897, Colby for the first time beat Bowdoin 12 to 0, but was able to do no more than tie Bates 6 to 6. Since 1893 Bowdoin had been undisputed champion, but in 1897 Colby and Bates divided the honors.

A number of interesting features accompanied those early games. No one had worried much about paid attendance at baseball contests; the home team simply passed the hat and took what it could get. But football, with expensive equipment, demanded better financing. So a high wooden fence was built along the west side of the field to make paid admission feasible. The equipment thus purchased included uniforms of canvas with very little padding, all on the outside. Because no helmets were used, players allowed their hair to grow long to give their heads some protection. They did wear shin guards. There were no complicated plays, each man being supposed to take care of the man opposite him. No tackling was allowed below the knees and no forward passes. Any man removed from the game could not return, and as a result most players stayed through the game unless seriously hurt. Scoring too was different: a touchdown counted five points, a goal after touchdown one point, and a field goal five points. Until 1896 a touchdown had counted only four points. It was the heyday of the flying wedge, a mass play as effective as the Greek phalanx, and one that could be broken up only by diving in and grabbing legs at the risk of being trampled by the whole wedge. The dangerous device was outlawed in 1897. Soon afterward the hurdle was also banned. For that play the center sometimes wore a leather harness to protect his back when a light-weight quarterback used it as a perch from which to launch a dive through the air across the enemy line.

Although Colby tied Bowdoin for the championship in 1908 it was not until the following year that the Waterville College won its first clear title. In both 1908 and 1909 the captain was one of Colby's greatest athletes, Ralph Good. A brilliant backfield runner, a baseball pitcher, and a dash man in track, Good was an all-around athlete who could star at any sport to which he gave his attention. This writer well remembers that football season of 1909, because it was his freshman year in college. Colby went through its seven game schedule without a single loss. In State Series play, the team defeated Bates 11 to 3, Bowdoin 12 to 5, and Maine 17 to 6.

One of Colby's finest football teams was state champion in 1914, when Paul "Ginger" Fraser was captain. Teamed with Fraser were two other brilliant backs, Eddie Cawley and Jack Lowney. Kent Royal and Tom Crossman were fast ends, and the speedy backs could have done little except for the effective line play of Ladd, Dacey, and Pendergast. In fact, when the season was over, nine members of the squad were named to the All-Maine team. They defeated Bowdoin 48 to 0, squeezed by Maine 14 to 0, and swamped Bates 61 to 0. Then they threw a scare into the strong Navy team in the season's final game at Annapolis. When the first half ended, Colby had scored three touchdowns and led the midshipmen 21 to 10. Only a swarm of fresh players against a tired Colby eleven enabled Navy finally to win 31 to 21. The *New York Times* said of the game: "It was one of the finest exhibitions of football ever seen at Annapolis. In the first half the brilliant running of Cawley, Lowney and Fraser quite swept the midshipmen off their feet."

Since 1914 Colby has won the State Series only four times, and it is interesting to note that its latest victories, 1958 and 1959, were the only successive years in series history when Colby won the championship both times. Except for three war years (1943 through 1945) there has been no interruption in this series since its inauguration in 1892. During that long period of 67 years (64 series) Maine won 23 and tied 3 titles, Bowdoin 14 and 7, Colby 7 and 8, Bates 7 and 2.



The new football gridiron on Mayflower Hill was first used for an intercollegiate game on September 25, 1948, when Colby defeated American International College 14 to 0. The Colby team was captained by George MacPhelamy, and was coached by Walter Holmer with the assistance of Eddie Roundy and Robert Keefe. On October 23, 1948, the field was dedicated as the Charles F. T. Seaverns Football Field, when at the first State Series game played on the Hill Colby lost to Bowdoin 28 to 0. Mr. Seaverns was present for the occasion and was presented with the ball that had been used in the first Mayflower Hill game on September 25.

Unlike baseball, football was from almost the beginning subject to coaching. The first coach, R. S. Parsons, was hired for three weeks in 1893, and his successor, Guy Murchie, was around only two weeks in 1894. Clayton Brooks came back to coach the team through most of the season of 1899, but not until 1906, when George Bankhart of Dartmouth took over, did a coach gather the squad for pre-season practice and see it through the whole schedule. After two years at the post, Bankhart was succeeded by his Dartmouth teammate Harry McDevitt, who stayed for four years and was coach of the 1909 championship team. Coach of the great 1914 team was Myron Fuller, and Roger Greene trained Eddie Cawley's 1916 eleven. Then for three years, which included the period of the First World War, the great end of Ralph Good's team, Robert "Braggo" Ervin, was the Colby coach.

As has already been noted in the previous chapter, it was in 1924 when the coach of Colby football made other than a seasonal appearance on the campus. In 1924 Eddie Roundy became a year-round coach, directing football, hockey, and baseball. Roundy fielded thirteen successive football teams from 1924 to 1936. Then from Northeastern University came Al McCoy, whose steady building of a strong team prepared the way for Nelson Nitchman to win the State Series in 1941. Bill Millett coached the team in 1942, the first year of the Second World War, and took it over again in 1945 when the war had ended. Then for one year Daniel Lewis left the newly created admissions office to coach the football team. After his one unsuccessful year he was succeeded by Walter Holmer for four years, Nelson Corey for one, and Frank Maze for four. In 1956, from a position on the athletic staff at Williams College, came Robert Clifford. Sports writers predicted that never again would Colby win a state championship; the black bear of Maine was too big and brawny and fierce. Colby simply didn't belong in the same league with the University. Bob Clifford proved the sports writers wrong. After a disastrous season in 1956, when his team lost six of its seven games, he led the 1957 squad to three wins and three losses. Then in 1958, with victory over all three state rivals, Colby won the championship, and to the astonishment of the experts, repeated in 1959. The surviving members of Ralph Good's 1909 team, who watched that 1959 Bowdoin game from seats of honor, were proudly convinced that football was still played at Colby.

#### BASKETBALL

What has become a favorite indoor winter sport was slow to gain recognition at Colby. In light of the popularity of basketball today it is hard to believe that not until 1936 was it recognized here as a varsity intercollegiate sport. That late date is even harder to understand when we remember that basketball was a New England invention. It was Professor James Naismith of Springfield College

who introduced the game and set up rules by which two Springfield teams first played it on January 20, 1891, using peach baskets for goals.

When intramural basketball had come to Colby in 1896, the *Student Handbook* said:

During 1896-97 basketball was introduced at Colby. In the fall and winter terms it is played in connection with the regular gym work in both the men's and the women's divisions. It has been enthusiastically received and several matches have been played between rival classes.

In 1902 the *Handbook* comment was as follows:

Class teams in basketball are organized in the fall term after the close of the football season. From these teams candidates are chosen for the varsity team, which plays games with various teams throughout the State during the winter season.

The Maine State Basketball series began in 1908, with Bowdoin not represented. At the first intercollegiate championship game ever played in Lewiston, Colby defeated Bates 21 to 7. That was on February 9, 1908. The series lasted only a few years, because the associations at the three competing colleges would not agree to place the sport on a formal basis. Interest in the game also waned in the high schools until shortly before World War I. But throughout the second decade of the century enthusiasts for the sport persisted in attempts to revive it. In November, 1920, the Colby Athletic Council discussed "the necessity of the college basketball team's securing recognition in the state athletic council." Professor George Parmenter pointed out that basketball was nowhere looked upon as regular college sport. The general opinion of the Colby Council was registered as opposed to the recognition of the game. Informal play continued, however, and in 1921 Professor Edwards reported that games had been scheduled with Maine and Bates.

At last, in December, 1936, the Athletic Council voted to make basketball a recognized intercollegiate sport at Colby. But there was no adequate playing surface. The new Field House had been built, but it had no basketball floor and no seats. After consideration of rented facilities, such as the Winslow High School gymnasium, it was decided to lay a temporary floor in the Field House at an expense of \$1125, and to erect there the temporary bleachers used on the football field. Not until January, 1938, were those facilities ready, and on the evening of January 20, Colby confronted Northeastern University in the first game played in that building.

Freshman basketball had actually preceded varsity recognition. In 1934 the Council agreed to sponsor a freshman team and approved a twelve game schedule. When an officially recognized varsity team first appeared in the winter of 1937-38, freshman recognition continued. Basketball is therefore the only major sport at Colby in which both varsity and freshman teams have consistently represented the College since the time of the first varsity team.

Coach Eddie Roundy had always been a lover of basketball and regretted that it did not find earlier acceptance at Colby. He did much to encourage it informally between his coming in 1924 and its final recognition in 1936. When a varsity team took the floor in January, 1938, it was under Roundy's coaching, because several years earlier Bill Millett had relieved Roundy of responsibility for hockey. Between 1938 and 1943, when intercollegiate basketball was suspended



during the war, Colby won two state championships (1940-41 and 1942-43) and tied twice with Maine (1939-40 and 1941-42).

In 1946 there came to Colby the man who put basketball firmly on the map. Leon P. Williams, as one of his friends put it, "lived and breathed basketball." His team won the series in 1948-49, but lost the title to Maine the following year. Then, beginning with the season of 1950-51, Colby won the state championship for eight successive years. Not until 1958-59 did the Colby season end in a championship tie. In that year the title was shared with Maine. In nineteen seasons of recorded series competition since 1937, Colby has led twelve times and has tied three times. In only four of the nineteen years has any other college held clear title.

Erection of the new field house on Mayflower Hill gave Colby the largest seating capacity of any basketball arena in Maine at that time. It was dedicated as the Herbert E. Wadsworth Field House on December 11, 1948, in memory of the former chairman of the Board of Trustees, who had been an ardent supporter of Colby sports since his graduation in 1892. Shortly before his death the Athletic Council had awarded Mr. Wadsworth a Colby "C", fitting prelude to naming the Field House for him in 1948. The dedication was marked by the first game played in the new building, a State Series contest with Maine, which Colby won 60 to 45.

So many men have stood out conspicuously on Colby basketball teams that mention of any might well be unfair to dozens omitted. It is a tribute to Coach Williams that he had a commendable habit of turning out teams rather than individual stars.

### HOCKEY

Something similar to hockey was being played at Colby as early as 1887. The students had succeeded in clearing ice on the Kennebec for a rink. The *Echo* reported:

A very interesting game of polo was played on the rink Saturday evening between the Colbys and the Coburns. Although the latter entered the contest with full confidence of winning, they were wiped out by a score of 6 to 1, and evidently do not care to play against the Colbys again.<sup>3</sup>

The next winter saw the opening of a rink in a vacant lot in the city. Again the *Echo* commented:

An out-door rink has been opened downtown, lighted by electricity and furnished with waiting rooms. As long as there was good skating on the river, it had competition, but now that the river ice is covered with snow the rink is in for a lot of patronage.<sup>4</sup>

Skating, with occasional informal hockey teams, received sporadic attention until after the First World War. In 1919 there was talk of building a hockey rink, but no action. With the coming of Harry Edwards as Director of Athletics in 1921 interest was revived and hockey was accepted as an intercollegiate sport in the following year. A league was formed among the four Maine colleges and two games were played with each college. The Colby rink was built and flooded on the back campus where later the Field House stood. After two years Maine

withdrew from the league and in 1934 Bates also abandoned the sport. For the past quarter of a century Colby and Bowdoin have been the lone defenders of hockey among the colleges of the state.

The first coach of hockey was a member of the faculty, J. R. Marsh. He was succeeded by another teacher, Professor Euclid Helie, until Eddie Roundy took over in 1925. Five years later a real hockey enthusiast and a skilled player in his own student days took over. Bill Millett made hockey a major sport at Colby.

Although the Athletic Association had recognized hockey in 1922, it was several years before the sport obtained favored status. In 1923 Professor Edwards pleaded that the Association buy a pair of hockey guards if the old ones could not be found. The appropriation for hockey was only \$50. But at the end of the winter the Association voted to pay outstanding bills of the hockey season, amounting to \$83.28. On April 4, 1923, the Council voted that the Association include hockey as a sponsored *minor* sport, provided the College would furnish a man for the upkeep of the rink. The College agreed and in the 1924 season hockey joined the accredited list with baseball, football and track.

When plans were made to build the Field House on the old campus, the College had already obtained possession of the Bangs property on College Avenue, where Colby's first infirmary for men was established. That property stretched from Main to Front streets, and the big lot behind the house offered a fine, nearby area for a hockey rink. There a well-flooded rink, surrounded by high boards, was in use for several years. But care of that rink proved so expensive and certain features of it became so unsatisfactory that by 1930 the Council was renting use of the South End Rink far down on Water Street, and there the college games were usually played until facilities were available at Mayflower Hill. Several unsuccessful attempts were made to open a rink again on the campus. An area for women's skating had been flooded behind Foss Hall in 1937. The hockey team did use that rink for practice, but not for games, in 1937, but at the end of the season there arose such a protest from the women that the team never again returned to the scene of its crime.

After the sports program had been moved to Mayflower Hill, hockey at first fared little better than it had on the old campus. After Millett's long record, coaches came and went in rapid succession: Romeo Lemieux for one year, Nelson Corey for three, Wilfred Rancourt for two, and Bernard LaLiberte for one. Then came Jack Kelley and the Alfond Arena, and hockey was at last a true major sport.

Even before Kelley had been appointed, a group of alumni were determined to secure an indoor rink. They were convinced that hockey had a permanent place in northern New England, so close to the Canadian border, where the game was exceedingly popular. But they were equally convinced that only an enclosed rink would permit regular hockey schedules. Gordon Jones, 1940, a member of the Board of Trustees, and Joe Wallace, 1945, both brilliant hockey players in their undergraduate days, sparked the movement. Harold Alfond, a Maine manufacturer who had already been a generous benefactor of the College, became interested. A stroke of inspiration prompted the proposal that the artificial rink be a community project, and that its ice be open for the use of citizens of all ages at stated hours.

It had originally been intended to have merely a protected outdoor rink. The decision for an enclosed building adjoining the Field House as fitting annex had come only when it appeared that additional funds could be obtained. When 350



tons of Warrenite had been spread on the floor, ten miles of pipes laid upon it, then 350 more tons of the asphalt mixture covered the pipes, the eagerly waiting skaters knew that completion was near. When college carpenters erected the dash boards, when the lighting had been installed, when the freezing apparatus was connected, all was at last ready. The dedication occurred on the evening of December 15, 1955, when the new structure became the Harold Alfond Arena.

Instead of the originally intended \$87,000, the final cost had risen to \$200,000, but all agreed that the structure was worth the money. Besides at last providing a place for uninterrupted hockey schedules, it served to cement relations between town and gown as few other projects had ever done. Not only was the rink made available to skaters, from tiny tots to aged veterans, but it also became the site for home games of the Bruins, Waterville's professional hockey club.

Except for Jack Coombs in baseball few Colby athletes have achieved national fame. One of those few was Joe Wallace, 1945, the hockey player who later joined with Gordon Jones in a campaign for the arena. He was a member of the American Olympic Hockey Team.

### TRACK

The beginning of organized sports now known as Track and Field came to Colby in 1879 with the organization of an annual field day. Of course there had previously been a lot of running and jumping about the campus and an occasional class contest. In 1879 the students decided to start a Field Day Association.

In the early years the events of Field Day usually consisted of a hundred yard dash, a mile run, hurdle race, mile walk, broad jump, high jump, hop-step-and-jump, and a standing long jump. Events that would now be considered unusual, not to say eccentric, were a stilt race, a potato race, and throwing the baseball. In 1883 a 17-pound hammer was added which Tilton threw 75 feet. In that 1883 meet the referee was Professor Albion Woodbury Small, who soon would become President of the College.

The 1890's saw the addition of an important event, bicycle racing. Vehicles used were the old high-wheeled bicycles, because not until nearly the dawn of the new century did the "safety bicycle" become common. The bicycle became exceedingly popular, and the Waterville Bicycle Club enrolled many members. Despite frequent accidents, the old high wheels enlisted many college racers, and the bicycle events became features of Field Day.

In 1895 Colby entered the Maine Intercollegiate Track and Field Association, and thereafter an annual intercollegiate meet was held in rotation at the four colleges. The first meet, in 1895, was in fact held in Waterville. It was won by Bowdoin, followed by Maine, Colby and Bates in that order. In fact the Bowdoin team was so strong that it scored 99 points, while the other three colleges combined accumulated only 36 points.

Why track should turn out to be the weakest sport at Colby is not easy to explain, though perhaps the lack of a coach specifically employed for track may have something to do with the decline in recent years. Football became so prominent that it came to be the practice to engage a man as a line coach or an assistant coach of that sport and incidentally assign to him the additional post of track.

Colby's best record in track and field was made in the period between 1910 and 1930, and during most of those years Mike Ryan was coach. In fact two

Irishmen, Ryan at Colby and Jack Magee at Bowdoin, dominated track events in Maine for many years. To hear those two belligerent Hibernians argue about details of a meet was an experience long to be remembered. Colby never won a Maine intercollegiate meet, and only three times (in 1900, 1914, and 1943) did she take second place. In the 60 meets held by the four colleges since 1895, Colby has finished fourth in 41 of them, and only once in the last fourteen years has she scored as many as 12 points. In the 1958 meet not a single place went to a Colby contestant.

Colby's best years in track were 1911 through 1916. One of the best scores ever made by a Colby team was 30 points in 1911, and even that high score brought nothing better than third place. It was one of the state's most exciting and closely fought meets. Maine won with 41 points, barely nosing out Bates with 39. Bowdoin, for many years the champion, trailed with only 16. The period saw the acme of Colby's famous dash man, Frank Nardini. In the 1911 meet Nardini won three first places: hundred, two-twenty, and broad jump. Sam Herrick won the high jump, and Sam Cates unexpectedly took the half mile run from the heralded Holden of Bates. Thus 25 of Colby's 30 points were won by three men taking five first places. It was the failure to pick up second and third places amounting to more than five points that doomed Colby to third position in the meet.

In 1912 Colby again stood third with 26 points and in 1913 her 19 points was good for the same position. Then in 1914 the Colby team scored 37 points for second place and the highest score ever made by a Colby track team in the Maine annual meet. Maine won the meet easily, but Colby's 37 points were more than the combined total of Bates and Bowdoin. Of the 59 track and field meets from 1895 to 1958, Bowdoin won 32, Maine 24, and Bates three.

A number of Maine Intercollegiate track records have been held briefly by Colby men. Nardini held the two-twenty jointly with another man at 22.2 seconds. Mittlesdorf twice lowered the same record, first to 22 seconds, and later to 21.8. Meanix held the quarter mile record for eleven years after he breasted the tape in 51 seconds in 1913. Johnny Daggett made a record broad jump of 23 feet, 2 $\frac{3}{8}$  inches, in 1939; and Herrick tied the record with a man from each of the other three colleges when he cleared the high jump bar at 5 feet, 8 inches, in 1912. Only one Colby track record still stands. In 1940 Gilbert Peters, a Fairfield boy, established a new high jump record of 6 feet, 1 $\frac{5}{8}$  inches. The next year saw Peters beat his own record by clearing 6 feet, 3 $\frac{3}{4}$  inches, a state record that he still holds.

Although "hare and hounds" had been an informal Colby sport in the 1880's, the Colby cross-country teams did not come into prominence until half a century later. The long-legged country boys from the University of Maine usually dominated that sport. But in 1933 a little fellow from a small Maine town brought Colby national renown. Clifford Veysey was a natural long distance runner, with unusual stamina and bursts of speed at the right moments. After he won the New England cross-country meet in 1933, the Athletic Council decided to send him to the national meet. Against the finest competition in the nation, Veysey captured third place.

Colby alumni who themselves competed in track or were otherwise devoted to that fine individual sport have long lamented the College's declining interest in what they still regard as a real test of a man's worth.



## TENNIS

Lawn tennis came to Colby about 1880, and "lawn" it indeed was. Not the smooth, closely clipped grass courts of the Longwood Cricket Club, but areas marked out on grass, crudely kept down with a scythe. The sport was flourishing in 1883, when the *Echo* commented:

A new lawn tennis club has been organized in the freshman class. They have purchased an elaborate set, consisting of a rope, four shingles and a rubber ball. They may be seen any favorable afternoon on the court of the old railroad track.<sup>5</sup>

In 1891 came a demand for better courts, although, astonishingly, a total of ten were already in use. Tennis had become so popular that every fraternity tried to lay out a grassed area near its living quarters. The women had a good court, and the Athletic Association maintained several. It was the *Echo* of which Franklin Johnson was editor that sounded the cry for improvement.

Tennis claims more than the usual number of devotees this spring. Three new courts have already been made and the old ones are all in use. We must again urge the oft repeated suggestion for better courts. Of the ten now occupied only two or three are suitable for good tennis, and even those are not the best. We have not a good clay court on the campus. So long as we are without clay courts we cannot expect to compete with men habituated to play on hard surface. Clay courts would soon justify their cost. While we are laying out a number of inferior courts, we could better afford to make a single good one. Until the desired end is secured the *Echo* will not cease to harp on the same chord.<sup>6</sup>

In a few years the *Echo's* importunity was rewarded. Clay courts began to appear in increasing numbers — two of them between South College and the Chapel, two near Coburn Hall, one behind the DKE House and one at Phi Delta Theta. Lawn tennis disappeared and the hard surface game took its place.

Until Mike Loebs, as coach of tennis, began to develop championship teams on Mayflower Hill, Colby did not fare well in intercollegiate competition in that sport. Her best remembered tennis player of the old days is Marston Morse, 1914, who for three successive years vied with Burleigh Martin of Bowdoin for the state championship. Morse later became a mathematician of international fame and an associate of Einstein's in the Institute for Advanced Studies at Princeton.

The new courts at Mayflower Hill gave pronounced stimulus to tennis at Colby. That battery of expertly constructed, fast-drying courts, half of them clay and the other half asphalt, was the gift of Mrs. Edna McClymonds Wales of Massillon, Ohio, and Northport, Maine, in memory of her son, Sergeant Walter McClymonds Wales, who lost his life in World War II. On those courts Mike Loebs developed winning teams and outstanding players. Three Colby men have been State Singles Champion during the last twelve years: Nelson Everts in 1949 and 1950; John Marshall in 1956, and Grant Hendricks in 1958 and 1959. Marshall and John Shute were State Doubles Champions in 1956.

Colby won the State Tennis Tournament in 1953, 1958 and 1959, and tied with Bowdoin in 1954 and with Bates in 1956. Since 1952 Colby has won 56 matches and lost 15.

## GOLF

It was Bill Millett, the hockey enthusiast, who also made golf a recognized Colby sport. In all the first 150 years of its history Colby never boasted a golf course, although Franklin Johnson intended that one should eventually be built on the broad college slope between the circular drive and the Messalonskee stream.

Even before the move to Mayflower Hill, Millett had developed interest among the Colby golfers. In 1933 he persuaded Dr. George Averill to finance Millett's informal team to a few tournaments, and asked the Athletic Council for recognition. The Council voted "that the boys be given the name of the Colby Golf Team under the supervision of Coach Millett." In 1934 a regular golf schedule was approved, but even then the Council would assume no financial obligation. In a few years, however, after the department's reorganization under Loebs, golf became a fully accredited minor sport and Colby golf teams have won their share of victories. The home links for Colby golfers have been the grounds of the Waterville Country Club, with which the College has long maintained close relations.

## WINTER SPORTS

It was not until the College had moved to Mayflower Hill that winter sports got a firm foothold at Colby. Not that no interest had been shown earlier; many attempts were made to arouse enthusiasm for skiing and snowshoeing, and long before the move to the Hill the Winter Carnival had become a regular feature of the winter season. It was true, however, that often the only popular event of the carnival was the ball. Students who seemed to be "dance crazy" were lethargic toward winter sports.

The first member of the Colby staff to show interest in any outdoor winter sport except hockey was Mike Ryan, who in 1920 presented plans for the formation of an Outing Club and the holding of a few ski and snowshoe events on a single day. When Harry Edwards took charge of the department in 1921, he showed active interest in winter sports, but was unable to arouse student enthusiasm. Not until 1926 was Colby represented officially at the University of Maine Winter Carnival. In that year the Athletic Council appropriated twenty dollars to pay expenses of a winter sports team to the carnival at Orono, but the appropriation was not made willingly. Evidently President Roberts had supported Edwards' plea for official sponsorship and had asked the Council to make an appropriation, for the Council records tell us, "Voted that President Roberts be informed that this support is made under strenuous protest."

In 1927 the Council voted "to support a winter sports team provided there is enough interest." By 1930 the number of winter sports participants had become sufficient to warrant arrangements between the College and the Mountain Farm Ski Slope. Later the College obtained a lease of the slope, where the Outing Club constructed and maintained a hut, laid out a jump, a slalom course, and other facilities for competitive ski events. On the occasion of each Winter Carnival, buses were chartered to carry students and other spectators to the races and jumping contests at the Mountain Farm Slope, where often as many as six other colleges placed teams in the competition. For many years the Outing Club had as faculty adviser the head of the Department of Geology, first in the person of Professor Richard Lougee, and then of his successor, Professor Donaldson Koons, and both men worked with Professor Loebs to make the Winter Carnival



successful. Officially the carnival was sponsored and directed by the Outing Club, but the competitive events came under the direction of the Department of Health and Physical Education.

After 1948, in connection with the Mountain Farm Slope, smaller practice slopes were opened on the campus, instructors were employed, and skiing became popular. In the Women's Division alone as many as two hundred pairs of skis were sometimes stacked in a basement room in their Union. After the public ski slope was developed at Sugar Loaf Mountain, near Kingfield, weekend ski trips to that site became increasingly popular, and one goal long sought by the enthusiasts had been achieved: to make skiing not merely a varsity sport for competition, but a sport, like tennis, in which hundreds of students could participate for the fun of participation.

The Colby Outing Club did much more than direct a winter carnival. It had charge of all out-of-door activities except the organized teams. It conducted mountain climbing trips to Katahdin, Bigelow, Saddleback, and other Maine peaks. In 1942 it opened the Great Pond Camp and Lodge, a property secured by the College on the largest lake of the Belgrade chain, twelve miles from Waterville. There, on what had once been a private summer estate with several buildings, the Outing Club offered facilities for swimming, boating, fishing, and outdoor recreation.

#### SOCCER

In the late 1950's soccer became a popular game. Its ardent promoter was Professor Loebs, whose teams were so well coached that they seldom lost a game. By 1960 games were regularly arranged with a few other colleges, Colby fielding both a varsity and a freshman team, and "Mike" Loebs had won a reputation throughout New England as a successful soccer enthusiast.

#### ON THE WATER

The previous chapter has mentioned Colby's early attempts to put boat crews on the Kennebec. Throughout the long history of the College, however, Colby athletes have been essentially land animals. In its otherwise excellent attention to physical education, Colby still lacked in 1960 a swimming pool. Hence the College has never had a swimming team, and the only opportunity has been use of the Outing Club camp or the Adult Recreation Camp in the summer, or a clandestine dip in the forbidden waters of Johnson Pond. Arrangements have sometimes been made for occasional use of the indoor pool of the Waterville Boys Club, but even when that facility is available it is two miles distant from the campus.

If Colby students had little opportunity for exercise in the water, they did seek in the early 1950's for a chance to exercise on its surface. This was not a revival of the old rowing crews, but rather the inauguration of the Colby Yacht Club. Sparked by a few enthusiastic yachtsmen, the club for several years competed in college regattas, notably on the Charles River. It had to borrow its boats, though for a time it did own a single craft, moored at the dock of the Outing Club Camp on Great Pond. Dependent on a few ardent workers, the Yacht Club lost support when its originators graduated and by 1959 had become defunct. While it lasted, however, it had the distinction of being the only Colby sport in which both men and women participated on the same team.

## TROPHIES

Besides trophies offered through the Maine Intercollegiate Athletic Association for supremacy in various sports, a number of awards are made annually at Colby College. Among them are the following:

The Herbert E. Wadsworth award to the most valuable football player.

The Edward C. Roundy award to the most valuable baseball player.

The Robert Lafleur Memorial award to the most valuable basketball player.

The David Dobson Ski award to the most valuable member of the ski team.

The Ellsworth Millett award to the most valuable player in hockey.

The Norman Walker award to the hockey player showing most improvement.

The J. Seelye Bixler award to the most valuable participant in varsity track.

The Shiro award to the basketball player showing most improvement.

The "Ginger" Fraser award to the most outstanding non-letter member of the football squad.

The Donald Lake award to a member of the senior class who has shown outstanding athletic ability, leadership, and academic accomplishment.

The Norman White award to a member of the senior class for inspirational leadership and sportsmanship.

## OUTSTANDING ATHLETES

He would be a bold man indeed who would dare to name Colby's leading athletes throughout the long history of sports at the College. Probably no two alumni would agree on listing the twenty-five best. When this historian asked five alumni long familiar with Colby sports to present such a list, he found so much difference of opinion and such a profusion of names that he gave up in despair. A lot of men are worthy of a place in Colby's athletic hall of fame. If, in closing this chapter, we mention a few names, it is with humble apology to those who could quite as well be included.

Many of the older alumni remember not only Jack Coombs, but such earlier athletes as Clayton Brooks and John Pugsley. Men of this historian's own undergraduate days, in the second decade of this century, still sing the praises of Ralph Good, Frank Nardini, "Ginger" Fraser, Eddie Cawley, Jack Lowney, Sam Cates, and Sam Herrick. Those of the 1920's remember best men like Bill Millett, Wally Donovan, Dick Drummond, "Bobby" Scott, and "Buzz" Burrill. The 1930 graduates like to recall the Peabody brothers, "Paddy" Davan, Romeo Lemieux, Cliff Veysey, Bob LaFleur, and Charlie Hedwig. Although interrupted by the war, the 1940's brought to prominence the Shiro brothers, George Clark, Norman White, Joe Wallace, and Remo Verrengia. In the 1950's came the Jabar brothers, Ted Lallier, Frank Piacentini, Peter Cavari, and George Roden.

Let it be repeated that the foregoing do not constitute a list of Colby's best athletes, but merely mention of a few representative men. For, if one would name *the* Colby athlete, his name is *legion*.





## CHAPTER XLVI

### *The Academies*

COLBY alumni who received their degrees before the Second World War know that four Maine academies were once designated as preparatory schools for Colby. During the 1930's those schools became less closely connected with the College so that by the time of the final removal to Mayflower Hill they were no longer regarded as Colby fitting schools. Those four academies were Coburn in Waterville, Hebron in the western Maine hills of Oxford County, Higgins at Charleston not far from Bangor, and Ricker in the great potato land of Aroostook.

At the time of the founding of Colby it was common for colleges to operate preparatory departments. The best way to assure a student's enrollment was to prepare him for college work within the institution's own walls. No sooner had Jeremiah Chaplin opened his theological classes in 1818 than he began to consider what to do with students not prepared to attempt college work, for despite the failure of the Massachusetts legislature to grant the right to confer degrees, Chaplin was determined that his institution should become a recognized college, not merely a seminary. In June, 1820, the Maine Legislature conferred upon the institution the privilege to grant degrees, and in the following February granted a change of name to Waterville College. Chaplin, now ready to act on the matter of preparing students for entrance, persuaded his Trustees to vote on August 19, 1821, "that the Prudential Committee be instructed to employ any gentleman of suitable qualifications to instruct a grammar school in connection with the College, *without expense* to the College."

In 1821 the College had no building except the partially finished President's House on the college lot. So it was in the Wood House, on the present site of the Elmwood Hotel, that the classes of the "College Grammar School" were first held. Its principal was Henry Paine of the Class of 1823, and for several years it continued to be the custom to employ a college student, like Paine, to conduct the school. In fact Paine was followed for two years, 1824 to 1826, by the student who would become Colby's most famous graduate, Elijah Lovejoy. When South College was opened in 1822, the grammar school was moved to that building and it was within its walls that Lovejoy prepared students for college entrance.

Within a few years it became apparent that the preparatory school must have a separate home, and on August 27, 1828, the college trustees voted "that the Prudential Committee be authorized to erect a building for an academy connected with the College for a sum not exceeding \$300." The College Treasurer, Timothy Boutelle, had already given the lot on Elm Street to the society which erected the Baptist Meetinghouse in 1825. Just south of the church was the



village cemetery (now Monument Park). The next lot to the south was also owned by Boutelle, who generously gave it to the College as a site for the needed academy building. The pittance of \$300 appropriated by the College was augmented by subscriptions secured by President Chaplin, so that when the academy building was opened in the fall of 1829 its entire cost of \$1750 had been fully paid. The school was renamed Waterville Academy. It had no separate charter, but was simply an adjunct to the College, managed by the college faculty.

In its new home the principal was again a college senior, Harry W. Paine of the Class of 1830, not to be confused with the earlier Henry Paine. Wholly dependent upon very low tuition fees for its support, save when the College trustees could squeeze out a few dollars to repair the building, the school could not afford a full-time principal or teacher. The college faculty paid less and less attention to it, especially after the resignation of Chaplin in 1833; but before that unhappy occasion, Chaplin had taken the bold step of securing an experienced, degree-holding principal, though the poor man well knew he must depend upon the precarious tuition fees for his support. The man to whom Chaplin turned was the same Henry Paine, Class of 1823, who had started the College Grammar School in 1821.

When he took charge of Waterville Academy in 1831, Paine brought with him a sound reputation as head of Monmouth Academy, where he had presided since 1827. In a statement made at the time of the Coburn Semicentennial in 1879, William Mathews (Colby, 1835) said of Paine:

Disliking to punish disorderly pupils, and lacking the commanding presence and personal magnetism which make punishment unnecessary, he had little control over the scholars, the most roguish of whom despised his threats and laughed at his entreaties. But a more conscientious and kindhearted teacher never lived.<sup>1</sup>

Paine must indeed have possessed qualities which offset his weakness in discipline, for he remained in charge of the academy for four years. The inducements held out to him were contained in a letter from President Chaplin, written on April 29, 1831.

It gives me no little pleasure to learn that you have decided to take charge of our academy. We have concluded to fix tuition at \$3.00 per quarter, so that if you average 40 scholars your income will be \$480 a year. In regard to a house, you are likely to have one ready in six or eight weeks. Mr. Dodge is preparing one just about large enough for you. It is 38 by 18 feet, with an addition for a kitchen, and is a story and a half high. It will contain two front rooms, a bedroom and a kitchen on the lower floor. It will furnish room for a considerable number of boarders if you choose to take them. There will be a small garden and next autumn a shed will be added. The rent will be \$50 a year.

After Paine left in 1835 the school encountered difficulties. No principal stayed longer than a few months. The Universalists, arch-rivals of the Baptists in Waterville, opened an academy of their own, the Waterville Liberal Institute. Enrollment at the older school fell so low that in the spring of 1841 it was forced to close its doors.

Local citizens were determined that a school that had been so successful in the 1830's should not remain closed. Through those years both the real estate and the management of the academy had been vested in the College, but neither Trustees nor faculty were giving it much attention in the precarious times following the departure of Paine. An aroused citizens' committee therefore proposed that the College relinquish its control of the school and give it into the hands of an independent board of trustees. In February, 1842, the Maine Legislature therefore incorporated Waterville Academy with a board on which were represented such prominent Waterville citizens as Dr. Samuel Plaisted, Dr. Stephen Thayer, and Harrison A. Smith. Although the College handed over to that board the complete management of the school, the College Trustees retained title to the real estate.

The first principal under the new corporation was Nathaniel Butler (Colby, 1842), father of the man who would later be a Colby president. He remained for only one year, and it was then, in the fall of 1843 that there came the man with whom the names Waterville Academy and Coburn Classical Institute were to be associated for half a century.

James Hobbs Hanson had graduated from the College in 1842, had taught one year at Hampden, and was working on his father's farm in China when two of the academy trustees called upon him on a summer day in 1843. They could offer no compensation beyond what he could receive in tuition fees, and they could not promise him a single student, but they did agree to make needed repairs on the building. The young man accepted the challenge.

Hanson opened his school with only six pupils, but before Christmas he had increased the number to 28. Nevertheless, the end of that first term saw him out of pocket forty dollars. For eleven years Hanson worked vigorously and successfully until in 1852 the enrollment reached 308, the largest number in the school's entire history. Nevertheless, the academy had no endowment, more pupils demanded more teachers, and more space, the building was in constant need of repair, and it was no small task to collect student bills. Hanson broke under the strain and resigned in 1854.

During the next eleven years the academy had eleven different principals. Enrollment declined rapidly and the school's prestige was greatly weakened. The Civil War hit such schools hard. Many Maine academies closed permanently between 1860 and 1865, and many others were merged into high schools. The plan adopted in 1843, to give Waterville Academy an existence independent of the College had proved futile. Without funds, the new trustees were not inclined to pay much attention to the school. As long as Dr. Hanson presided, his personality and administrative genius kept the doors open, but not even he could persuade the Trustees to provide money to keep the building in repair.

Because the title to land and building still rested in the College, it was decided in 1865 to restore the original relation between College and Academy. Vacancies on the academy board had not been filled, and the remaining trustees resigned, having first made over their trust to the College. The College Trustees, accepting the trust, voted to change the name to Waterville Classical Institute.

Girls were admitted early to this Waterville school. Because no list of students has been preserved earlier than 1830, and because it is unlikely that girls were included in the old grammar school conducted in the college buildings, we may assume that female instruction began with the opening of the building on Elm Street in 1829. The catalogue published in 1830 shows two teachers: Henry Paine, preceptor, and Joseph Hodges, Jr., assistant. There were 61 pupils divided



into three distinct groups. Seventeen boys were listed as "Students of the Languages"; eighteen boys were in "English Studies"; and twenty-five girls were named under the heading "Misses." Among those young ladies were Helen Boutelle, who became the wife of the first superintendent of the Androscoggin and Kennebec Railroad; Caroline and Lydia Gilman, daughters of Timothy Boutelle's partner in many business enterprises; Rebecca Moor of Waterville's shipbuilding family; Caroline Redington, descendant of the Revolutionary soldier who built the first Ticonic dam; and Marcia Chaplin, daughter of Colby's first president.

Under the revision of 1865 there was started a "Three Year Collegiate Course for Ladies." In 1869 it was extended to four years and the Legislature granted the right for the Institute "to confer the collegiate honors and degrees that are usually granted by female colleges." The largest class ever to receive degrees was made up of eleven girls in 1876, but a few years later the course was discontinued.

The revival of the academy's success and influence that began in 1865 was due almost entirely to the return of Dr. Hanson. With health restored and with confidence in the Trustees of the College, who promised faithfully to support the academy, Dr. Hanson agreed to take charge again, and in the autumn of 1865 he began the long and brilliant administration that ended only with his death in 1894.

Convinced that the way to increase college enrollment was to secure the affiliation of other academies besides the local school, the Trustees turned their attention in that direction. When the Maine Baptist Convention met at Bath, in June, 1872, President Champlin presented the need of endowment for Waterville Classical Institute and of connecting other academies in the state, especially those of Baptist foundation, with the College. The Baptist Convention took no immediate action, but the College Trustees themselves acted promptly. In 1873 they appointed a committee, headed by Dr. W. H. Shailer of Portland, which advised that \$100,000 be raised to endow three preparatory schools, the money to be held by the College and only the interest paid annually to the school treasurers.

The plan was given impetus when President Champlin received the following letter from Ex-Governor Abner Coburn of Skowhegan in April, 1874.

I agree to subscribe the sum of \$50,000 to endow the Waterville Classical Institute, on condition that \$50,000 more shall be subscribed to endow two other institutions of similar character, one east and one west, and provided further that at least \$40,000 of the \$50,000 by me subscribed shall be set apart and kept as a permanent fund, the interest only to be used annually forever. I agree to pay said \$50,000 as fast as the other \$50,000 shall be collected and paid into the college treasury, and no faster.

Rev. A. R. Crane was appointed agent to collect the needed \$50,000. Because of the financial depression of the 1870's his work was difficult. By the end of 1877 he had been able to secure only \$35,000. Finally, through the strenuous efforts of Dr. Hanson and Judge Percival Bonney the full amount was secured in 1883. Meanwhile the two academies to be added to the Waterville Institute as Colby fitting schools had already been chosen.

The choice of Houlton Academy as the eastern school was easy. Located in Aroostook's most flourishing town, that school had been founded in 1847 and

in 1870 had erected a new building. One of its founders, Dr. Joseph Ricker, had long been a member of the Colby Board, and he pledged \$5000 to the needed endowment provided the College would name Houlton as its eastern preparatory school.

Choice of the western academy was more controversial. Friends of two schools presented rival claims, with two of Maine's most prominent men appearing as the antagonists. Hannibal Hamlin supported Hebron Academy and Ex-Governor Frederick Robie advocated the selection of Gorham Academy. Realizing that his school lacked the Baptist background of Hebron, Robie pulled all the wires of Cumberland County politics. The Hebron principal at that time was John F. Moody, a graduate of Colby in the Class of 1867, the same John Moody who claimed to have introduced baseball at Colby. Moody assembled his Hebron class of seven pupils and laid before them the challenge to do something of permanent value for their school. All seven agreed to seek admission to Colby, and they accompanied Moody to Waterville for the August Commencement in 1874. Entrance examinations were then given at commencement time.

Moody knew that his biggest handicap lay in the expectation that Governor Robie would offer substantial endowment for Gorham, as Governor Coburn had done for Waterville. When he arrived at the College, Moody learned from Judge Bonney that Dr. Shailer, acknowledged leader of the Maine Baptists, now supported Gorham. Then Bonney gave Moody some shrewd advice. "You must talk with no one here until you have first seen Hamlin. The man who told Lincoln that Hebron Academy was the college from which he graduated won't go back on his old school now." Taking his seven students in tow, Moody did see Hamlin and assured him that these seven young people were prospective Colby students.

Moody waited anxiously in an adjoining room while the Colby Trustees considered the case for Gorham. Finally summoned, he entered the meeting room just in time to hear Hannibal Hamlin address a question to Governor Robie. "How many students has Gorham sent to any college each year on an average?" "Two or three," replied Robie. "How long will it take you to prepare a class for Colby?" continued Hamlin. "Two or three years," was Robie's reply. Turning to Moody, Hamlin asked, "How long will it take Hebron to prepare a class for Colby?" "Seven are taking the examinations today," was Moody's exultant response. Less than an hour later the Colby Board had voted to make Hebron their western preparatory school.

The final plan of organization was not perfected, however, until 1877, when the Colby Trustees adopted the following resolution.

Whereas the Trustees of Hebron Academy and the Trustees of Houlton Academy have signified their readiness to reorganize their boards to the satisfaction of the Trustees of Colby University, and the Board of Trustees of Waterville Classical Institute is already organized to their satisfaction, be it resolved that the President and Trustees of Colby University accept the trust of the funds collected to be held by it in the aid of the said institutions and commits them to the treasurer for investment under the Prudential Committee of this Board. The Treasurer shall hold the investments for each academy separate from each other and from the University funds, and shall be allowed from the annual income of each of said funds one-tenth of one percent annually on the principal amount of each fund for his services in handling the same. As long as a said academy is managed to the satisfaction of the Trustees



of Colby University, the net income earned by its fund held by the University shall be paid annually to the treasurer of the academy.

When subscriptions had all been paid in 1883, Colby held as endowment for the three schools, \$24,623 for Hebron, \$31,225 for Houlton, and \$50,546 for Waterville Classical Institute.

In 1891 a fourth school entered the scene. Rev. John H. Higgins of Charleston offered to place in the hands of the College \$25,000 as an endowment of Charleston Academy provided the College would raise an equal amount in ten years for the construction of buildings. The College accepted the offer. Mr. Higgins paid his pledge, but the College was a long time fulfilling its part of the agreement to match his \$25,000. As late as 1901, the College had supplied only \$6,000 of the promised amount.

At the turn of the century Colby was proud of her four academies. In a long letter to Joseph L. Colby, written in 1901, Judge Bonney commented on the value of those schools to the College.

For the past twenty-five years a majority of the students in the College have come from these affiliated schools. The life of the College depends upon the continued existence of these academies with their present relations to the College unimpaired. Coburn and Ricker are located in large settlements, while Hebron and Higgins are located in the country free from the distractions and temptations of larger towns. The College draws its students mainly from the farms and country villages. Men brought up in large cities have no conception of the influence of these institutions upon country boys and girls. The academy is an essential part of our educational system and is so regarded by the people of Maine. The interests of the State, as well as the interests of the College, demand that these academies be encouraged, not crippled.<sup>2</sup>

Before Judge Bonney wrote that letter three of the academies had changed their names. Charleston had become Higgins Classical Institute and Houlton was now Ricker Classical Institute. The most important change, however, had been made at the oldest of the schools in Waterville, when because of the generosity of Abner Coburn, the local academy was renamed Coburn Classical Institute.

When the brother and nephew of Governor Coburn were drowned in 1881, he decided to erect as a memorial to them a new building for the Waterville Institute. Built in 1882 on the site of the old building, augmented by purchase of an adjoining lot, the large brick structure with its spacious rooms, its high ceilings, and its impressive tower served the classroom needs of the school for 73 years until it was destroyed by fire on February 22, 1955. His original endowment of \$50,000, the new building, other gifts in his lifetime, and a bequest in his will brought Abner Coburn's total contributions to the Institute to more than \$200,000.

From the beginning the College had held title to the real estate of Coburn. In 1887 it secured similar title to buildings at Ricker, and in 1892 the same arrangement was made with Higgins. Never, however, were the Hebron buildings in other hands than those of the Hebron trustees. In fact, by 1900, the College held only a minor fraction of the Hebron endowment. The procedure with regard to Coburn, Higgins and Ricker was legalized by act of the Maine Legislature in 1887.

The President and Trustees of Colby University are hereby authorized to take and hold personal and real estate in trust for Coburn Classical Institute and other academies and schools, and devote the same to the purpose for which such institution is incorporated, and all conveyances and deposits of property and funds heretofore made to said President and Trustees of Colby University for the purposes aforesaid are hereby ratified and confirmed.

In 1892 the College Treasurer actually received greater additions to the academy funds than he did to the endowment of the College. Receipts for the college funds were \$963, while those for the four academies totaled \$8300.

In 1901 the College Trustees wanted to know just what contribution the academies had made to the College. Investigation revealed that, in the six years from 1895 to 1901, of the 195 graduates of Coburn 78 had entered Colby; of 202 Hebron graduates Colby had received 45; of 62 graduating from Higgins 10 had come to Colby; and Colby's share of Ricker's 112 graduates was 11.

By 1902 the Colby Trustees realized that, whatever might be the value of the academies, they were costing money badly needed for maintenance of the College itself. The Board then voted that the College would make no further payments on account of expenses of Coburn, but would lend to Coburn \$3000 annually for three years at five percent interest. It was also voted to request payment from Hebron and Ricker of the money advanced from time to time for operating expenses.

Meanwhile inroads had been made into the capital funds, especially those held for Coburn. Whereas in 1883 the Coburn fund amounted to more than \$50,000, in 1904 it totaled only \$39,000, because it had gradually been whittled away to repay the College for money advanced. In similar fashion the Ricker fund had fallen from \$31,000 to \$21,000. On the other hand, the Hebron fund had grown from \$24,000 to \$60,000. Hebron's good fortune was probably due to the provisions of affiliation, which did not permit deductions from its fund held by the College. The whole situation is made clear by two votes passed by the Colby Trustees in June, 1906.

Voted, that the Treasurer be authorized to endeavor to collect from Hebron Academy \$2000 a year until the debt of that institution to the College has been liquidated.

Voted, that the Treasurer be authorized to deduct \$300 a year from the income due to Ricker Classical Institute until the debt of that institution to the College has been liquidated.

In 1906 the College established its Preparatory Schools Prize Scholarships. A scholarship of \$50 for the freshman year was available to the highest ranking boy and to the highest ranking girl entering the College from each of the academies—a total of eight annual scholarships.

President Charles L. White had not been long at Colby before he began to hold grave doubts about the value of the preparatory schools. Concerned about the decreasing numbers of their graduates, he is said to have made a remark that wasn't exactly the best advertising for Colby. When someone asked White why so few graduates of the academies came to Colby in the years 1904 to 1907, he is alleged to have replied: "I can't see, after a boy has visited Bowdoin and seen what they have there, why he should come to Colby."<sup>3</sup>



Many persons attributed the low repute of Colby to the "student strike" of 1903, described in an earlier chapter. At any rate the whole situation caused renewed investigation of the relation of the four schools to the College. At that time President White was trying to interest the General Education Board in adding to the Colby endowment, and in a long statement to that Board he made clear his views about the preparatory schools. He criticized the fund raising efforts that had been put into the academies at the expense of the College.

From 1874 to 1900 at least \$400,000 were given to our four preparatory schools largely from Colby sources. Meanwhile the college endowment, while showing a net increase, sustained heavy losses. In 1901 we had charged off a loss of \$17,000 which had been advanced to Coburn. During the eleven years in which Coburn failed to meet expenses by \$20,900, the attendance has more than doubled, but the number of students entering the College from the Institute has decreased.<sup>4</sup>

By 1914 the situation had become so acute that a new committee studied the problem. It found Hebron a strong school, with several Colby alumni on the faculty but with the Hebron graduates increasingly inclined to go to other colleges than Colby. At Coburn the supply of graduates for the College was more favorable than the finances. Governor Coburn's once handsome endowment had now dwindled to \$15,000. The committee said: "The reduction has been due to the acquisition of an expensive athletic field, annual deficits in operation, and some losses in investments." The report pointed out that, without the generosity of the Coburn family, the school might not have survived until 1914.

The family of the late Stephen Coburn have given the school from \$3000 to \$5000 annually to help meet the deficits. But even those generous sums did not meet all expenses. It being evident that a crisis had been reached, the Coburn family offered to give \$75,000 for endowment provided other friends of the school would raise another \$75,000 for additional endowment and the construction of dormitories.<sup>5</sup>

Higgins had met with the loss of its dormitory by fire in January, 1914. Only \$6000 was recovered from insurance, and \$25,000 was needed to restore the building. The situation at Ricker, said the committee, remained about as it had been in 1901; namely with a debt to the College gradually being reduced from income.

The committee arranged for a meeting with representatives of the four schools, after which they reported:

It was the unanimous opinion that the relations between the several schools and the College had been allowed to become less close than they should, and that a radical change in this respect should be effected. No one need be blamed for the present situation, but all present expressed the earnest wish that a stronger feeling of cooperation and mutual helpfulness be aroused.

This writer taught at Hebron from 1913 to 1921, and he knows that during those years it became increasingly difficult to interest students, especially boys, in Colby. Hebron boys, many of whom had long turned to Bowdoin, were now seeking admission to Dartmouth, Amherst and Williams. Fewer of them were

inclined to apply at any coeducational college. Meanwhile the trustees of the academies came to consider their schools as quite independent, except for the somewhat tenuous financial ties.

That the time-honored relations were respected and valued, but that changed conditions should not be ignored was stated in the report made to the Trustees in November, 1928, by the chairman of the Executive Committee, administering the College until the election of a president. Professor Marriner, the committee chairman, then reported:

We are not forgetting the close relation that has long been maintained between the College and its four affiliated preparatory schools. Of course everyone is aware that the function of those schools has broadened and that the apron strings have all but been severed. They no longer prepare students almost exclusively for Colby. Such a situation is not only the inevitable result of changing educational conditions in Maine, but it is also better for both the colleges and the schools.

In 1925 the Board of Education of the Northern Baptist Convention suggested to Colby College and to the Baptists of Maine that they combine their secondary schools into not more than three institutions, and preferably only two. A joint commission representing both Colby and the Maine Baptist Convention considered the proposal and submitted an exhaustive questionnaire to each of the four Colby schools. The replies disclosed the following facts. The real estate of the four schools was valued at \$700,000, their total endowments at \$720,000, more than a third of which was held by Hebron. Expenditures were balanced by receipts at Hebron and Higgins, but not at Coburn and Ricker. To the four schools, in 1924-25, came pupils from 194 towns. The total enrollment was 618. Not one student admitted to college from any of these schools in 1923 had failed. All four academies were managed by independent boards of trustees, Coburn having returned to that status nearly a quarter of a century earlier. For the most part students came from towns that did not maintain high schools; in fact such towns paid more than \$20,000 a year for the tuition of their pupils at the academies.

The Colby Trustees therefore refused to consider severing their relations with any of the four academies.

When Franklin Johnson came to the Colby presidency he did everything possible to cement relations with the academies. Having himself been a highly successful principal of Coburn, he knew the potential value of that school to the College. He saw to it that all of the schools were regularly visited by college representatives and that attempts to enroll their graduates in the College were vigorously pursued. But it was too late. As the Executive Committee had clearly pointed out in 1928, none of the schools, with the possible exception of Coburn, considered that it any longer had peculiar relations to Colby. Hebron had become a boys' school; Ricker had expanded into a junior college, soon to become a four-year college; and the majority of college-bound Higgins graduates were going to the University of Maine. Because of its location, Coburn still had close ties with the College, but in spite of the intense loyalty of its Colby principal less than half the college entrants in each graduating class now came to Colby.

By the end of the Second World War the schools had begun to clamor for release of their funds held by the College. Fire at Higgins had justified the release



of certain funds, and even though the Coburn funds had been built up substantially from their low point of \$15,000 in 1914, inroads had again been made into the capital to pay off mounting annual deficits. In 1951 the College held only \$27,315 for Coburn, \$63,600 for Hebron, and \$1,079 for Higgins. In response to a request from the Ricker Trustees, the remainder of their fund, amounting to slightly more than \$19,000 had been turned over to them in 1946.

Colby's financial relation with the academies ended on June 30, 1956, when the Treasurer reported: "During the year all investments of academy funds were returned to the academies, as authorized by the provisions of Chapter 113 of the Private and Special Laws of Maine, 1955."

At first blush, the reader may conclude that Colby's attempt to secure and maintain affiliation with certain academies was a mistake, that President White was right when he strongly implied that the energy expended upon that project could better have been turned to increasing the college resources. That conclusion would be too hastily drawn. The long history of the affiliation reveals that, despite its liabilities, it had definite and valuable assets. It is indeed possible that, without the close relations with those schools, the College itself might have been obliged to close its doors. The four academies were all boarding schools where many students lived in dormitories, thus acquainting them, as no high school student could be acquainted, with living conditions at college. Because the academies drew their students from many towns, they gave the sponsoring college an indirect contact with families in those towns. Finally, because both the College and the four schools were Baptist institutions, they had a common ground for denominational aid.

That, after 1900, the academies became less important to the College was not entirely the fault of either party. The result can be partially attributed to the changing times. Public high schools increased so rapidly that they replaced or absorbed many of the old academies. Quality of work in the high schools improved so much that it became less necessary for a boy or girl to attend a classical institute in order to prepare for college. As the high schools drew more and more students away from the academies, the latter found it increasingly difficult to sustain adequate enrollment, and the inevitable result of the pressure for numbers was a lowering of standards. The public was losing confidence in the academies as superior institutions of learning. Financially the academies faced a dilemma. If they did not substantially raise tuition and boarding fees, they could not secure competent teachers in competition with the public schools; if they raised fees too high, they would price themselves out of the market.

The interesting fact is that, even as late as 1960, not one of the four schools had gone out of existence, but three of them had changed their essential character. Hebron had become a nationally known school for boys, with superior instruction, and high rates. Ricker had expanded into a college. Coburn, after the disastrous fire of 1955, had given up its boarding department and all of its programs except the college preparatory course, and had become a private day school. Only Higgins remained a boarding school, in a rural setting, drawing most of its students from nearby towns. Colby graduates presided at two of the schools, and the College maintained the most cordial relations with all of them. The day had long gone by when Colby needed to depend upon its four former "feeders" for students, but, in 1960 as in 1900, the College gladly welcomed the kind of boys and girls that those fine schools persistently trained, and indeed the College often wished it could have more like them.

## CHAPTER XLVII

### *Colby In Three Wars*

THE effect that three major wars had upon the College has been recounted in previous chapters. What was Colby's contribution to those wars? That is the subject of the present chapter.

Colby's beginning came too late for the War of 1812; in fact it was that conflict which delayed the start of the institution. The College was in operation, under President David Sheldon, during the War with Mexico, but there is no evidence that any Colby men participated in that conflict. It was not until 1861, therefore, that Colby made its first contribution on the nation's battlefields.

#### THE CIVIL WAR

Between 1820 and 1865 a total of 990 men had attended Waterville College. Of that number 228 had died. Of the remaining 742 men, 168 enlisted in the Civil War. Almost exactly half of those men, to the number of 86, were commissioned officers. Three were major generals: Benjamin F. Butler of the Class of 1838, Charles Henry Smith, 1856, and Harris M. Plaisted, 1853; three held the rank of Brigadier General: Russell B. Shepherd, 1857, William K. Baldwin, 1855, and Charles P. Baldwin, 1858. Eight Colby men were colonels, five were lieutenant colonels, eight were majors, twenty were captains and sixteen were lieutenants. Fourteen others held commissions in the medical corps and nine were commissioned chaplains. Classes represented ranged from 1830 to 1869, and on Colby's list of Civil War veterans are the names of ten men who actually did not attend the College until the war was over. The names, ranks, and service assignments of those 168 Colby men who served in the war will be found on pages 83 to 90 of Dr. Whittemore's *History of Colby College* (1927).

Twenty-six Colby men laid down their lives for the Union cause. The date after each name is the college class.

George Bassett, 1862  
Amasa Bigelow, 1862  
Stephen Boothby, 1857  
Leonard Butler, 1865  
Thomas Clark, 1855  
John Drake, 1857  
Samuel Dyer, 1862  
Samuel Fifield, 1860  
George Getchell, 1863  
John Goldthwaite, 1860



William Heath, 1855  
Asher Hinds, 1863  
Samuel Keene, 1856  
Weston Keene, 1865  
George Knox, 1840  
Arch Leavitt, 1862  
William Merrill, 1862  
William Nixon, 1865  
Valentine Oakes, 1853  
William Parker, 1858  
Francis Perkins, 1865  
Edward Stearns, 1864  
Edwin Stevens, 1863  
William Stevens, 1862  
William Tucker, 1851  
William West, 1860

A hundred years after the Civil War, the fighting unit in that conflict which Colby men remember best is the Twentieth Maine, because of the celebrated history of that regiment published in 1957 by a Colby graduate, John J. Pullen, 1935. Six Colby men served in that famous regiment commanded by General Joshua Chamberlain. Samuel T. Keene, 1856, survived the ordeal at Gettysburg, but fell in the battle of Petersburg in 1864. Weston H. Keene, 1865, was killed in the battle of Weldon in 1864; and George C. Getchell, 1862, remaining on army duty in the months after Lee's surrender, died of yellow fever in New Orleans in 1866. Thus three Colby men who served in the Twentieth Maine were war casualties. The three survivors were Joseph A. Ross, 1856; Henry Merriam, 1864; and William Libbey, who did not receive his degree until 1874.

One Colby casualty in the war was not a member of the Union forces. Lorenzo A. Smith, a Vermonter, had graduated from Waterville College in 1850, had first gone out to Ohio as a teacher, then pursued that vocation for two years in Mississippi and Arkansas. In 1854 he settled on an Arkansas farm and combined agriculture with teaching. When war came, Smith's sympathies were with the North, but in 1864 the Confederate draft caught up with him and he was forced into the Southern army. He died in service a few months after his induction.

Two Colby graduates made the army their professional career after the war. Henry Clay Merriam entered the College from Houlton in 1860. When, in the spring of 1862, President Lincoln called for 300,000 volunteers, companies were enthusiastically organized in Maine towns. Such a company was formed by Henry Merriam in Houlton, and as its captain he saw it later attached to the Twentieth Maine. Of the taking of such companies into the regiment which came under the command of General Chamberlain at Gettysburg, Pullen says:

The 20th Maine was the last of the three-year regiments raised in Maine in response to the President's call in July, 1862. Apparently it was formed from detachments originally enlisted in the 16th, 17th, 18th and 19th regiments, and afterward found to be unnecessary to complete those organizations. The 'leftovers' came from scattered localities: Company B from a big woods county, Piscataquis; Company H from Aroostook, from which it was a hundred-mile trip by stagecoach before the railroad was reached at Bangor.<sup>1</sup>

After Gettysburg, Merriam was attached to the 80th U. S. Volunteers, still in the rank of captain. Promoted to lieutenant colonel, he commanded the 73rd and the 85th U. S. regiments in 1864-65, and at the end of the war was made a Brevet Colonel. He decided to remain in the service, taking the regular rank of major in the 38th U. S. Infantry in 1866. He soon rose to lieutenant colonel in the period of the Indian uprisings in the West, and was made a full colonel in 1885. Two years later he became a brigadier general, and at the outbreak of the Spanish War in 1898, Merriam reached his final promotion to Major General, U. S. Volunteers. He died in Portland in 1912, at the age of 75.

The other Colby man to become a professional soldier as a result of the Civil War was Charles Henry Smith, 1856. We have more information about General Smith than we have about General Merriam, thanks to the general's daughter, Mary Livermore Dunlap, whose will bequeathed to Colby College the correspondence and papers of her father, extending from 1861 to 1891. Mrs. Dunlap's bequest also included a portrait of General Smith; medals awarded to him; three swords, scabbards, and belts, a framed citation of his membership in the Legion of Honor, and a package containing epaulets, buttons, and other insignia.

Charles H. Smith was a York County native, born in Hollis in 1827. Entering college older than most of his classmates, he received his degree in 1856, and immediately became principal of the new high school at Eastport. There, in 1861, he recruited and became captain of Company D, First Maine Cavalry. Made a major in the unit in February, 1863, his promotion was rapid, for by March he was a lieutenant colonel and before the end of June a full colonel. He commanded that cavalry unit at Gettysburg. In August, 1864, he became Brevet Brigadier General of U. S. Volunteers, and in March, 1865, a Major General. All brevet ranks were temporary, and in August, 1865, Smith was mustered out of the service with permanent rank of Colonel of First Maine Cavalry.

Returning to Eastport, Smith began the practice of law, was a member of the Maine Senate in 1866, and served as Colonel and special aide on the staff of Governor Chamberlain, for by that time the hero of Gettysburg had been elected chief executive of Maine.

Apparently army life had appealed to Charles Henry Smith, because in July, 1866, he left the peaceful pursuits of law in Eastport and attendance upon the Governor at Augusta, and accepted a commission as Colonel of the 28th U. S. Infantry, Regular Army. In less than eight months he had risen to the rank of Major General.

General Smith had a lively experience in command of the District of Arkansas, whose settlers were determined to move into the Indian Territory, contrary to treaty agreements. It was Smith's job to keep the squatters out and do it, if possible, without bloodshed. He was so successful that he was transferred to take command, in 1872, of all troops around New Orleans, and he was there through the period of the bloody reconstruction riots. In 1879 he was back in the West, repelling Kansas settlers from invading the Indian Territory.

General Smith retired from active duty in the U. S. Army in 1891, and in 1895 he was awarded the Congressional Medal of Honor. He died in Washington on July 18, 1902. In Arlington, amid America's other great and honored dead, lies the body of Charles Henry Smith, Colby, 1856.

No account of Colby's part in the Civil War would be complete without reference to two Waterville brothers, William and Francis Heath. A recruiting



office had been opened on the second floor of the Plaisted block by the Heath brothers a few weeks after the attack on Fort Sumter, and those boys were themselves the first to enlist. William had already enjoyed an adventurous career. In 1849, at the age of fifteen, he had accompanied his father across the country to the gold fields of California by covered wagon. In San Francisco William had eluded his father and shipped off for Hong Kong. After thrilling adventures in China, Malaysia, Indonesia, and on the Island of Mauritius in the Indian Ocean, William had sailed around the Cape of Good Hope and across the Atlantic to his Maine home, more than two years after he had left it. Between his sixteenth and his eighteenth birthdays William Heath had been completely around the world. Back in Maine he settled down to academic life and graduated from Waterville College in 1855.

William's brother Francis had attended the College only one year (1854-55) and had then gone to work in one of the many enterprises controlled by his lawyer father, Solyman Heath. When he joined with William to recruit a military company in 1861, he was just as eager as was his adventurous brother to punish the rebellious Southerners. In a few days their company had been filled and were drilling in the Waterville streets. After a brief encampment at the state's mustering center in Augusta, they were accepted into the federal service as Company H of the Third Maine Infantry, with William Heath as captain and his brother Francis as first lieutenant.

On July 21, 1861, the company received its baptism of fire at Bull Run. By 1863 Francis Heath was a full colonel, in command of the 19th Maine. After the war he served in both branches of the Maine Legislature, entered the paper products business, and served as Treasurer of both the Kennebec Fibre Company and the Somerset Fibre Company until his death in 1897. William Heath served as Captain of the Third Maine, then was Lieutenant Colonel of the Fifth Maine when he was killed at the battle of Gaines Mill on June 27, 1862. The Waterville post of the Grand Army of the Republic was named in his honor.

One of several Colby men taken prisoner during the war was Charles A. Hendrickson, 1864. Captured at Bull Run, he spent nearly a year in Libby and Salisbury prisons, but in 1863 he was exchanged and returned to his Waterville home. He immediately enlisted in the Navy and was promoted to ensign. He miraculously escaped without a scratch when a 15-inch gun on the monitor *Saugus* blew up, wounding every man aboard except Hendrickson.

Colby's most celebrated Civil War figure was, of course, Major General Benjamin Franklin Butler, 1838. His story has been told rather fully in an earlier chapter. Whatever one may think of his political machinations, historians are agreed that Ben Butler was a military genius. To win that terrible war the Union certainly needed a few military geniuses, and it is well for Colby graduates to remember that among the alumni of the little college in Waterville there was such a man.

#### FIRST WORLD WAR

The Spanish-American War of 1898 was too short to call many Colby men into service. It was therefore half a century after the close of the great conflict over slavery before large numbers of Colby students and alumni were again heeding the call to battle. The effect of that war upon the College, the coming of the SATC, the ravages of influenza, and influences upon the curriculum have already been told. As we have done concerning the Civil War, let us now see what was Colby's contribution to the first world conflict.

When College opened in the fall of 1917 the *Alumnus* proudly pointed to what had already happened.

It will be a source of satisfaction to the graduates and friends of the College to learn that nearly 200 students and alumni have given themselves over to the Government in order to help win the world war for democracy. Colby's part in the Great War will make a page in her history to which succeeding generations of students will turn for their best inspirations.<sup>2</sup>

Already the 103rd Maine Regiment had claimed a number of Colby men. Spaulding Bisbee, 1913, was Captain of Company B, and Raymond Rogers, 1917, was a lieutenant in Company H. Many students and young alumni had hurried off to Officers Training Camp at Plattsburg, while an even larger number had enlisted in the ranks. A few men, including C. H. Piebes, 1918, were in that strange new organization, the Aviation Corps.

The true historian of Colby in World War I is Dr. Herbert C. Libby, not only because he was at that time editor of the *Alumnus*, but even more because of the voluminous personal correspondence which he carried on with Colby boys in the service. He reported that a total of 645 men served in some capacity during the war. On active duty were 484; in reserve in SATC were 124; and serving with Red Cross, YMCA or other organizations at the front were 37. To the armed services Colby furnished one brigadier general, Herbert M. Lord, 1884; three colonels, two lieutenant colonels, four majors, and nineteen captains. Several Colby men were decorated with service medals or with the French Croix de Guerre.

The names of Colby men who served in the First World War will be found on pages 149 to 159 of Dr. Whittemore's *History of Colby College*.

Eighteen of Colby's sons lost their lives in conflict. First to die was a member of the Canadian forces, Murray Morgan, 1915, who was killed in battle nearly a year before the United States declared war. The first Colby man to die in the American service was George G. Watson, 1917, who fell on December 29th of his graduation year. The names of the immortal eighteen are:

Elvin L. Allen, 1901  
Joseph A. Besse, 1919  
Raymond H. Blades, 1922  
Carleton M. Bliss, 1918  
George N. Bourque, 1918  
Henry L. Curtis, 1912  
Henry L. Eddy, 1917  
Herbert H. Fletcher, 1919  
Hugh Kelley, 1921  
Murray A. Morgan, 1915  
Norman J. Merrill, 1914  
Henry B. Pratt, 1918  
Charles A. Sturtevant, 1897  
John A. Stowell, 1918  
Harold B. Taft, 1916  
Edward E. Washburn, 1912  
George G. Watson, 1917  
William A. Weeden, 1912



In the *Alumnus*, Professor Libby made appropriate comparison between World War I and the Civil War when he wrote:

The fellow soldiers of George Bourque have organized themselves into a post and have taken the name of the George N. Bourque Post of the American Legion. No finer tribute could be paid to a gallant soldier whose heroism in the midst of danger was little less than phenomenal. Thus the two army posts in Waterville are named for two brave Colby men—William S. Heath, 1855, killed at Gaines Mill, Virginia, and George N. Bourque, 1918, who died at Toul, France. Heath died at the age of 28; Bourque at the age of 24.<sup>3</sup>

Bourque received posthumous citation from General Edwards of the Yankee Division and to his family General Pershing sent a personal letter of sympathy. A signal honor was conferred upon Spaulding Bisbee, 1913, when the King of Italy made him a chevalier of the Order of the Crown of Italy. Not all the honored men were of the combat troops. One of the oldest Colby men in service, a YMCA worker, Archer Palmer of the Class of 1880, was awarded the Croix de Guerre for distinguished bravery in ministering to men at the front.

Between 1917 and 1920, Professor Libby wrote for the *Alumnus* eight continued installments of what he entitled "Colby in the Great War." Would there were space to publish all of that record here! It is well to know that it is safely enshrined in the bound volumes of the *Alumnus*, carefully preserved in the Colbiana collection of the Colby College Library.

President Roberts summed up Colby's contribution to the war when, in his baccalaureate sermon on the occasion of the 1920 Centennial, he said: "Our best defense against the perils that assail our national life is the patriotism of our young men—a patriotism grown intense through service and sacrifice. To do one's best for the country is to do one's best for Colby."

## SECOND WORLD WAR

Before the "Day of Infamy" at Pearl Harbor on December 7, 1941, Colby men had already seen action in World War II, and two of them had died. Lt. Jean-Pierre Masse, who had been an exchange student at Colby in 1935, was killed in battle on his native French soil on May 16, 1940, and in the following June, Corporal Paul R. Stubbs had died while on duty guarding the Panama Canal.

As the cold war of 1939 changed into the hot war of 1940, as Holland, Belgium and Norway were invaded, and as France fell before the German onslaught, plans for the defense of the United States were activated. Measures were taken to strengthen the defenses of the Latin American countries, and in June, 1940, Congress voted defense taxes of nearly a billion dollars a year. A Permanent Board of Defense was arranged with Canada. On September 16, 1940, Congress passed the Selective Training and Service Act, the first peacetime program of compulsory military service ever adopted by the nation. It provided for the registration of all men between 21 and 35, and for one-year training of 1,200,000 troops and 800,000 reserves. In August, 1941, service was extended to eighteen months.

When the Japanese bombers struck at Pearl Harbor, many Colby men were already in service, either as training officers from the reserve, or as draftees under the selective service program. So many of them were stationed at Camp Blanding,

Florida, that a Colby Alumni Association could well have been formed at the post. At that camp were Col. Spaulding Bisbee, 1913, commanding officer of the 103d Infantry, 43d Division; Col. John F. Choate, 1920, in command of the 152d Field Artillery; Lt. Col. Harold C. Marden, 1921, of the Headquarters Staff of the 43d Division; Lt. Col. George W. Putnam, 1916, 152d Field Artillery; Major Byron H. Smith, 1916, of the same unit; Captain W. B. McAllister, 1926, of the 172d Field Artillery; and Captain Charles E. Towne, 1928, of the Medical Detachment, 103d Infantry. Other Colby men at the same camp included four lieutenants, three sergeants, six corporals, and five privates.

When the United States finally declared war, the *Alumnus* had this to say:

This College was conceived during the War of 1812; it was decimated and nearly succumbed in the Civil War; it was dislocated, battered, thrown off stride by the First World War; and now once again Colby must take its battle station. War is a setback to all normal constructive enterprises; it demands sacrifices, and Colby claims no exemption. If our normal program and cherished goal to move to Mayflower Hill must be set aside for the duration, so be it. Let no man think that Colby will go into eclipse. There will always be a Colby.<sup>4</sup>

In January, 1942, only a few weeks after Pearl Harbor, the *Alumnus* reported 136 Colby men in service: 100 in the Army, 32 in the Navy, 3 in the Marines, and one in the Royal Canadian Air Force. Already promoted to lieutenant, junior grade, in Naval Aviation was Whitney Wright, 1937, who would make this service his professional career. Six months before the 1942 Commencement, fifteen members of that class were in service, five of them as commissioned officers. The Class of 1943 already had eight men on active duty, and the Class of 1944 had seven.

One Colby man, Norris Potter, 1929, wrote an eye-witness account of the attack on Pearl Harbor:

When the attack came on December 7, I happened to be on the spot. A Marine officer and I were on our way into the Yard, where we expected to board a boat for a reconnaissance of the coastline. Our first intimation of trouble was a machine-gun bullet which came through the roof and splintered a chair beside us, while we were drinking coffee in a shop. We didn't finish the coffee. When we got on to the road, we saw one Jap plane coming down in flames and we heard heavy detonations. After a race of 35 miles through fields of sugar cane, we reached the depot, where we found everybody on battle stations. Later in the morning our barracks were machine-gunned. We are methodically preparing for the next attack, when we hope to provide quite a different reception.<sup>5</sup>

Potter did not say a word about the terrific destruction of American ships. When he wrote his letter, the extent of that destruction was being carefully concealed from the American public.

During World War II a total of 1350 Colby men and women were in the armed services. They represented every branch of the service in every theatre of the war's wide activities. Nor were students and alumni the only ones who served. Nine members of the faculty, three of whom were alumni, left their campus duties to serve in the ranks: two of them were in the Air Force, three



in the Navy, two in the Infantry, one in the Military Police, and one a Physical Instructor.

A large proportion of Colby personnel in the service were commissioned officers. Several, entering the enlisted ranks as privates, were mustered out as captains. A total of 123 men were awarded decorations. Eight received the Legion of Merit, 29 the Bronze Star, 16 the Distinguished Flying Cross, 24 the Air Medal, four the Silver Star, two the Certificate of Merit, two the Croix de Guerre, and one each the Navy Cross, the Navy Air Medal, the Navy and Marine Corps Medal, and the Soldiers Medal. For wounds received in action 34 Colby men were awarded the Purple Heart.

Colby students and alumni who died as members of service units in the Second World War totaled 61, and to those should be added two names of Colby persons who were just as truly war casualties as were any who served in arms. Those two were Francis Rose, 1909, and his wife Gertrude Coombs Rose, 1911, missionaries in the Philippines, who were executed by the Japanese on December 20, 1943. For the first time in any American war, women were included in the casualty lists. In addition to Mrs. Rose, two Colby women died in the service: Alice Manley, 1938, a WAC, and Ann Westing, 1944, a WAVE.

Following are the names of Colby's 63 casualties, including those of the three women and of Francis Rose.

Frank Bailey, 1942  
Fred Blumenthal, 1940  
Ralph Bradley, 1923  
David Bruckheimer, 1947  
John Casper, 1931  
Harold Costley, 1942  
Richard Crocker, 1946  
Forrest Edson, 1942  
Howard Goodman, 1939  
Harrison Gorman, 1943  
Donald Gray, 1943  
Robert Gray, 1943  
William Guptill, 1941  
William Hancock, 1920  
Arnold Holt, 1937  
Harold Johnson, 1942  
Francis Johnson, 1942  
Frank Kastner, 1946  
Gerald Katzman, 1946  
John Kitchen, 1942  
Robert LaFleur, 1943  
Herbert Levenson, 1945  
Walter Lupton, 1946  
William Lyman, Jr., 1945  
Edward McIntyre, 1939  
Roderick MacDougal, 1931  
John McCarley, 1944  
Charles Maguire, 1940  
Victor Malins, 1939  
Alice Manley, 1938  
Tiffany Manning, 1939  
Myron Mantell, 1941  
Jean-Pierre Masse, 1935

Leonard Murphy, 1941  
Paul Murphy, 1943  
Arnold Myshrall, 1941  
George Neilson, 1941  
George Nelson, 1940  
Richard Noyes, 1941  
John Pendleton, Jr., 1939  
Phillips Pierce, 1945  
Gilbert Potts, 1942  
Frank Quincy, 1943  
Francis Rose, 1909  
Gertrude Rose, 1911  
Howard Rowell, 1943  
Harold Sachs, 1921  
James Salisbury, 1939  
Frederick Sawyer, 1937  
Clarence Simmons, 1937  
Richard Simpson, 1945  
Roger Soper, 1937  
John Stevens, 1942  
Paul Stubbs, 1942  
Norman Taylor, 1937  
Lyman Thayer, Jr., 1946  
Elmer Tower, Jr., 1942  
Robert Turbyne, 1937  
Robert Wescott, 1945  
Ann Westing, 1944  
Eugene Williams, 1938  
Robert Wit, 1942  
Raymond Zavaglia, 1946

Three Colby men lost their lives in the Korean War:

David Dobson, 1950  
Charles Graham, 1940  
John Thompson, 1951

Several Colby men suffered the miseries of prison camps in Germany or Japan. Among them were Howard Pratt, 1943; William Hancock, Jr., 1942; Sherwood Jones, 1947; Raymond Zavaglia, 1946; Russell Farnsworth, Jr., 1946; Robert Gray, 1943; Harland Thompson, 1945; Robert Lucy, 1945; and Floyd Harding, 1946. One of these men, at least, escaped from a prison camp. He was Hancock, who, taken prisoner in Italy, got away, only to be picked up by Germans, from whose camp he also escaped and after thrilling adventures made his way back to his own unit.

Hairbreadth escapes were not confined to Colby men in uniform. When the Japanese invaded Burma, Gordon Gates, Colby 1919, was professor of biology at Judson College, Rangoon. Fleeing with other Americans and British, Gates made his way to India, making a long trek of 170 miles through jungle trails and over 9000-foot passes.

During the war this historian, who was then Dean of Men, carried on correspondence with many Colby boys in the service. One such exchange of letters stands out vividly in his memory, because it typifies the links which Colby had established all over the globe during the 140 years since the first graduate,



George Dana Boardman, had gone to the very land from which Gordon Gates made his escape from the Japanese.

This particular correspondence was carried on with a Colby marine stationed in Iceland. Not only was he desperately homesick; he had so many idle hours that he was completely bored. He asked for a shipment of books—good, sound books of English and American classics. He got them. But what troubled him most was the coldness of the Icelanders, colder than the climate. They weren't hostile to the Americans, but they wouldn't fraternize with them. Icelandic homes couldn't be visited, Icelandic girls couldn't be dated, and there was no social life at all for those ice-bound marines.

Remembering that, in the Class of 1932, there had been a native Iclander, the Dean wrote to Martin Sorensen, who replied that Icelanders are really a cordial, friendly people, but that the war had impoverished the island. "It is unthinkable," said Sorensen, "for an Iclander to invite a stranger into his home without offering him food, and in Iceland today there just isn't enough food." But Sorensen enclosed a letter in Icelandic, addressed to his brother in Reykjavik, commending the young Colby marine to the brother's attention. The Dean sent that letter on to the Colby boy. In a few weeks there came a reply. Icelanders were no longer icebergs; instead they were wonderful people. Why? Because the Icelandic home of one Colby man of an earlier college generation had been opened to another Colby man in the armed services.

On February 13, 1945, the *S. S. Colby Victory* was launched at the Terminal Island Yards of the California Shipbuilding Corporation. Present were Dr. George G. Averill, who spoke for the Colby Trustees, Denis Bowman, 1893, Mrs. Dora Knight Andrews, 1892, and Wallace Bruce, 1886.

A Colby woman who lived through both the occupation and liberation of her native France was Jeanne Peyrot, 1936. Getting her degree at the Sorbonne in 1940, she was teaching at Beaune, Côte d'Or, when the Germans crushed the French armies and became masters of the country. She wrote in 1945:

Life was not pleasant during those long years of the German occupation. But I managed to live and keep out of concentration camps and Gestapo prisons. And I managed to teach English and make my girls love it. Mother stayed with me at Beaune, so that she was not in Paris when the capital was liberated. I think she'll regret it all her life: not being there when the Germans were kicked out, when Leclerc's soldiers came in, when General deGaulle at last arrived. Beaune was freed on September 9. It certainly was one of the happiest days of my life. To watch the Germans retreating and our soldiers from Africa advancing was a wonderful sight. How we managed not to be killed in our exodus from Paris in 1940, I don't know. It was sheer luck. All along our route the German bombing of stations and railways and their machine-gunning of roads occurred just twelve hours after we had left. But I won't speak of that any more. It's past.<sup>6</sup>

Many Colby service men were in the Pacific theatre when the Japanese surrendered. Among them was Norman Palmer, 1930, who wrote from Iwo Jima:

We didn't celebrate much when the news came of the Japanese surrender, but we were mightily relieved nevertheless. I was at CINCPAC headquarters on Guam when the atomic bomb was dropped on Hiroshima, and I was on Iwo when President Truman announced the Japs' ac-

From the  
Old  
to the  
New



The *Blue Beetle*, reminder of many 'tween-campus trips.



Removing to the Hill one of the oldest relics, the College fence.



The old campus to be sold to benefit commercial Waterville.





SATC in World War I (*top*); and CTD in World War II.





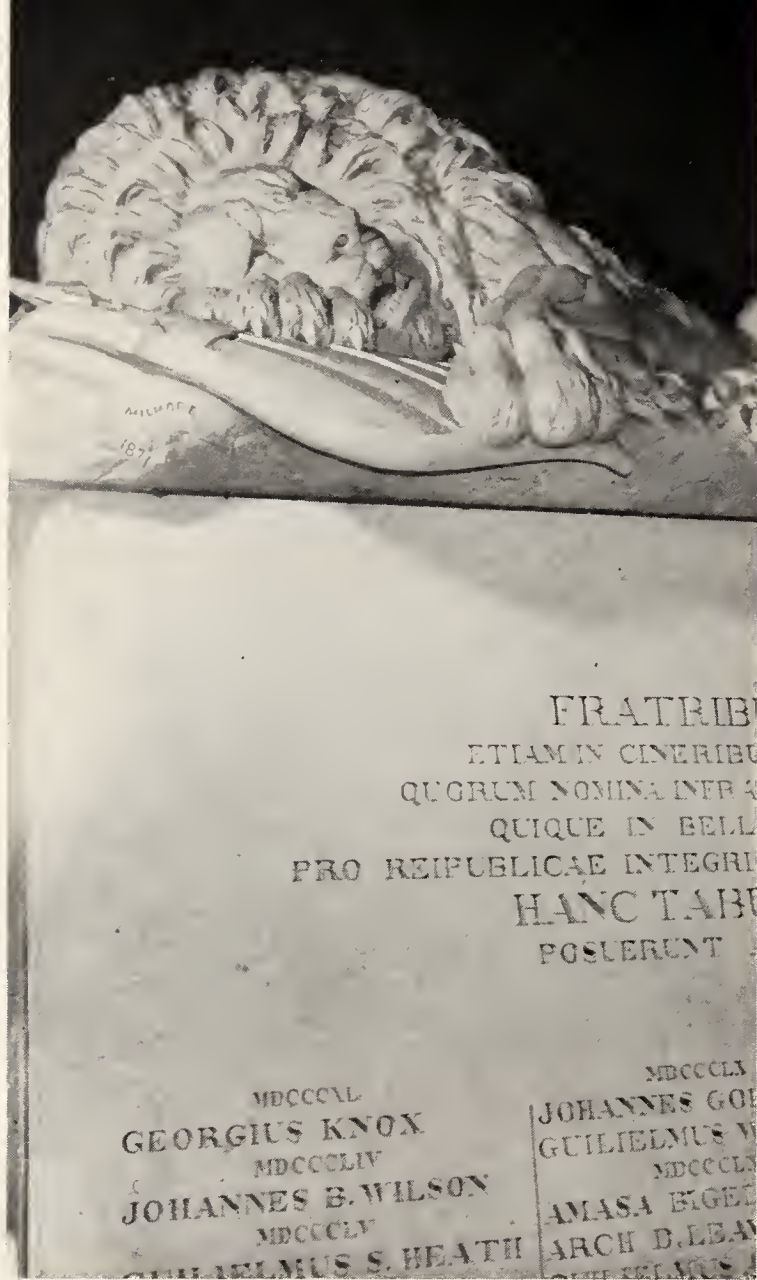


"Pop" Newman and women of the SCA sending letters to Colby men in the service. World War II (*top*); and ROTC on parade.





## Memorials



Civil War: Lion of Lucerne



World War II: Flagpole



World War I: Woodman Stadium





Chamber music at the President's house



The Colby  
Community  
Symphony  
Orchestra  
in rehearsal



Exhibition of  
the Rockefeller Seal Harbor  
Collection in the art gallery





Industry and the railroad stifled the old campus, and the citizens of Waterville presented Colby with the Mayflower Hill land.







Old-timers and President Johnson look over the new campus.

A student in the Lane Room in Mary Low Hall



The Chapel seen through the west doorway of Miller Library.





Colby is used year round; in summer the language schools and institutes people the campus and the Outing Club Lodge (*top*) and the Adult Recreation Center, both on Great Pond.



ceptance of surrender terms. On V-J Day I was over the once-great Jap Island Fortress of Truk. On V-J Day plus four I flew over the heart of Japan for three hours, from Nagoya to Tokyo. The devastation is utterly incredible. Almost all of downtown Tokyo, except for the grounds around the Imperial Palace, which were deliberately spared, is gone. My respect for the B-29s is boundless, but I hope that never again shall we be compelled to resort to mass destruction.

Norman Palmer's note is appropriate for the end of this chapter. In three great wars Colby men have met the call to duty with courage and sacrifice. May they never again be either victims or perpetrators of mass destruction!





## CHAPTER XLVIII

### *The Alumni*

WATERVILLE COLLEGE had graduated twenty-five classes before there was any formal organization of alumni. That an earlier informal organization existed is shown by the printed copy of an address delivered before "the Associated Alumni of Waterville College" by John Holmes on July 28, 1831. No records of that earlier organization survive, and we suspect it was temporary.

On the occasion of Commencement in 1847, a meeting of alumni was called for the purpose of forming an association. Selected to draft a constitution were Crosby Hinds, 1838, of Seabiscow and Stephen Coburn, 1839, of Bloomfield.<sup>1</sup> A year later, at the Commencement of 1848, "the alumni of Waterville College met in the President's recitation room at 8½ o'clock A.M." The constitution was adopted and officers were elected. The first president was Martin B. Anderson, 1840, who was founder and for 37 years the first president of the University of Rochester. The secretary was James H. Hanson, 1842, the distinguished principal of Coburn. At its very first meeting was begun the annual custom of reading a necrology for the year—a custom that continued well into the twentieth century.

At first not all graduates were automatically members of the Alumni Association of Waterville College, but only those who signed their names in the secretary's book. That original book is preserved. It contains 230 names, ranging in classes from 1823 to 1875. The first signer was Henry Paine, 1823, and the last name in the book is one greatly honored in Colby history—Leslie C. Cornish, 1875, Chief Justice of the Maine Supreme Court, and chairman of the College Trustees.

There are other memorable names in the old record book: the first of many Coburns, Stephen of the Class of 1839; the first of the long line of Merriams, Mylon, also 1839; Nathaniel Butler, 1842, father of a Colby president; Moses Lyford, 1843, Colby's first astronomer; Josiah, first of the Drummonds, 1846; the great jurist, William Penn Whitehouse, 1863; the first of the four John Fosters of successive generations, John B., 1843, Colby's beloved professor of Greek; Edward W. Hall, 1862, librarian and necrologist, and his classmate, Richard Cutts Shannon, builder of South American railroads and donor of Colby's Shannon Laboratories; George B., the first of many Illsleys, 1863; and William S. Heath, 1856, for whom Waterville's GAR Post was named.

From the earliest days of the College, the Commencement Dinner was an annual event. To it, in 1853 was added the Alumni Luncheon. Dues were then established, when it was voted "to assess on each member an annual tax of one dollar."



The annual meetings were held in various public halls in Waterville. For instance, in 1862 the "repast" was served in the Hall of the Sons of Temperance. The record does not tell us whether the members were content with water or had something like the tepid ginger ale that graced the tables in the old gymnasium in the 1920's. No large hall was required for the gatherings. As late as 1872 it was recorded: "This meeting was larger than any ever held before, about fifty members being present." Not until the turn of the century did as many as a hundred alumni attend the annual meeting.

If they were few in number, the members of that early association were strong on deeds. They procured portraits of presidents, trustees, and benefactors; they furnished a special classroom for the president of the College; they gave generously to the struggling library. But their major effort came as a result of the Civil War. A conventional memorial, in the form of a statue, had been suggested. Determined to have something better, the Alumni Association voted to give energetic effort to raising funds for building a memorial hall. It was the first such action to be taken by any college alumni group in the country. The result was the erection of the beautiful, ivy-decked building on the old campus which so long housed chapel and library, and where was enshrined Milmore's graceful copy of Thorwaldsen's Lion of Lucerne. At their meeting in 1869 the Association voted "to commend the committee that supervised the erection of Memorial Hall and request them to furnish it with blinds."

The practice of honoring the 25 year class began in 1865 with the reunion of the Class of 1840. Not until seven years later could there be any fiftieth class reunion, and then there would be no members to assemble, because both Boardman and Tripp of the Class of 1822 had died. At the meeting in 1865, when the 25 year class was first honored, three Civil War generals who were Colby graduates were made members of the committee to consider an appropriate memorial, and it was their later recommendation that resulted in Memorial Hall and the Lion of Lucerne. Those generals were Harris M. Plaisted, 1853, Charles H. Smith, 1856, and Russell B. Shepherd, 1857.

It was the Alumni Association that engaged Professor Hall to compile the first *General Catalogue* in 1878. Its title page was appropriately in Latin, and we refuse to insult any Colby graduate by translating it. "*Catalogus Senatus Academici et eorum qui munerunt et officio generunt, quique alicuius gradus laurea donati sunt, in Universitate Colbiana, Watervillae in Republica Mainensi, MDCCCLXXVIII.*"

When that catalogue appeared, all members of the first three classes (1822, 1823, and 1824) had died. But still living were three members of the Class of 1825: Benjamin Hobart, a lumber dealer of Edmunds, Maine; John Hovey, postmaster of Danby, Michigan; and Harrison Avery Smith, a lawyer of Kalamazoo, Michigan. In Elijah Lovejoy's class of 1826, the living members were Albert Getchell, a prominent Maine attorney, Albert Jewett, a U. S. diplomat, and Ebenezer Merrick, a Baptist minister. The total number of graduates in 1878 was 609, of whom 438 were living. Nearly a third of the total, 196, had entered the ministry.

As early as 1873 the Alumni Association clamored for representation on the Board of Trustees. A committee of the Board, after conference with a committee of alumni, reported that it was the wish of the latter "to have some co-operating influence in the management of the affairs of the University." The Board refused to take affirmative action, but the Association was somewhat molli-

fied when it was pointed out that a large majority of the Board were graduates of the College.

The effort was renewed in 1886, when the alumni asked for direct representation on the Board by the Association's election of two trustees in each of the three classes of board membership.<sup>2</sup> Again a trustee committee investigated, and in 1887 made the following recommendations which the Trustees then adopted:

The charter lodges in this Board the power of filling vacancies and of filling the places of trustees as their terms expire, and this power cannot be delegated in whole or in part, and the present members of the Board cannot bind their successors by any arrangement which can be made. Therefore any plan by which the alumni shall have any voice in the election of trustees must be based upon the voluntary action of the Board at each election. But we believe the Board will, at any time, be glad to meet the wishes of the alumni, and the latter are invited to present to this Board annually the names of those gentlemen whom they desire to have elected as members of the Board.

Responding to this invitation, the Alumni Association nominated three men in 1888. The Trustees accepted two of them, so that Larkin Dunton, 1855, and Leslie C. Cornish, 1875, became the first trustees nominated officially by the alumni. Although the Association again presented three names in 1889, the Board elected only one, Richard C. Shannon, 1862. When three names were again submitted in 1890, the Trustees chose only Edwin Lyford, 1877.

The situation dragged along until the turn of the century, when the alumni cause was supported vigorously by a trustee who himself was not a Colby graduate. Joseph Lincoln Colby, son of benefactor Gardner Colby, had been made a trustee in 1897. He had attended Harvard for two years, and then gone into mining and railway construction. After Gardner Colby's death in 1879, the family had been represented on the Waterville Board by Gardner Roberts Colby, 1879 to 1889, and Charles Lewis Colby, 1889 to 1896. When Joseph Colby succeeded Charles in 1897, he was already friendly with several prominent alumni of the College, including Col. Shannon.

In 1901 Colby wrote to Leslie Cornish, then secretary of the Trustees, that the alumni were spreading severe criticism of the Board. The graduates complained that they were not given proper representation, that they were refused information, and that the Board's actions were causing loss of public confidence and hence loss of financial support. Mr. Colby suggested that the alumni deserved direct representation and asked for opportunity to talk the matter over with Cornish.

The result of that conference was that, in June, 1902, on motion of Mr. Colby, the Trustees voted to ascertain what legislation was necessary to enable the Alumni Association legally to elect members of the Board of Trustees. In January, 1903, when the Maine Legislature had convened, the Trustees voted approval of the plan by which the college charter would be amended so that nine trustees would be elected by the Alumni Association, to be known as Alumni Trustees, and to be elected three each year for terms of three years. The charter was duly amended by the Legislature on March 11, 1903. (See Appendix P.) The first alumni trustees elected under the amended charter were Asher C. Hinds, 1883, Clarence E. Meleney, 1876, and Allen P. Soule, 1879. In 1917 the charter was again amended to provide for ten alumni trustees, in five classes, with five year terms. In 1931, when the alumnae were at last granted represen-



tation, the charter was further amended to provide for the election of two alumni and one alumna each year for terms of three years.

There is much evidence, besides Mr. Colby's letter to Leslie Cornish, that the alumni were not enthusiastic about the College during the first decade of this century. President White was much concerned about it. He wrote to Dr. Buttrick of the General Education Board: "There has been for many years a noticeable apathy on the part of the Colby alumni, largely explained, I believe, by the gradual increase in the number of women and the fear that it may become a woman's college." Col. Shannon, eager to arouse the alumni to greater interest in the College, suggested that Professor Hall prepare a new edition of the *General Catalogue*, and Shannon agreed to stand the full expense of its publication. That catalogue appeared in 1909, but two years earlier Hall had provided for White's annual report some interesting statistics.

In the 85 classes that had received diplomas from 1822 to 1906 there had been 1292 men, of whom 707 had graduated since 1875. The decline in men's enrollment is shown by the startling fact that in no year since 1898 had the number of male graduates been as large as in seven of the years between 1880 and 1895. In fact the graduating men in 1839, 1847, 1855, and 1857 numbered more than in 1904. The tabulation of men graduates by decades tells an interesting story: 1830-1839, 114; 1840-1849, 118; 1850-1859, 123; 1860-1869, 112; 1870-1879, 120; 1880-1889, 239; 1890-1899, 257; 1900-1909, 217.

By 1907 the alumni who became career teachers outnumbered the ministers, 289 to 277, and the number of lawyers, 227, was not far behind the clergymen. A goodly number of graduates had achieved national prominence. Four had been governors of states, eight members of Congress, eight presidents of colleges, fourteen judges in state courts. Seven had become manufacturers of nationally distributed products, and no fewer than forty had edited newspapers. While twelve alumni had gone into insurance and one was a broker, not a single graduate was then listed in advertising. Before the end of Colby's first century her alumni were widely distributed. In 1907 they were living in forty-one states, the District of Columbia, and five foreign countries.

As indicated in a previous chapter, the first woman had received her Colby degree in 1875. In the 32 classes between that date and 1906, the women graduates totaled 219. In the first twenty of those years their number was only 59, and in the first ten years there had been only 14. Never except in a single year, 1902, had the graduating women numbered as many as 16. Nevertheless, since 1900 the number of girls in each class was too close to the number of men to please the apprehensive alumni. The Class of 1902 had 22 men and 16 women; 1903 had 25 men and 13 women; 1904 had 16 men and 10 women; and 1905 had 24 men and 14 women.

Before Arthur Roberts became President in 1908, the Alumni Association had already done much besides winning representation on the Board of Trustees. They had financed the first *General Catalogue* in 1878, had erected a wooden grandstand on the athletic field, had played a prominent part in securing for Colby a chapter of Phi Beta Kappa, and had taken a leading part in both the fiftieth and the seventy-fifth anniversaries.

Fraternity politics, well-known in student affairs, entered alumni circles in 1890. The Association records tell us: "It was found that those who had received the largest votes for office in the association were indebted to an electioneering document sent out by students, asking members of their society to vote

for those persons. An exciting discussion ensued, and this undergraduate attempt to interfere with the business of the alumni was severely denounced."

Until 1913 only graduates of the College were accepted as members of the Association; yet it had long been apparent that some of Colby's most loyal sons had left college without the degree. The constitution was therefore amended to admit non-graduates as associate members, but denying them the right to vote for alumni trustees. It was not until 1927 that non-graduates were granted full rights.

Secretaries of the Alumni Association had long tenure, only six of them serving a total of 65 years. For more than a third of that time the office had been held by Edward W. Hall, 1862, who served for 26 years. Frank W. Alden, 1898, held the office for ten years; Charles E. Hamlin, 1847, and Ernest C. Mariner, 1913, each for nine years; Edwin C. Whittemore, 1879, for six years; and John B. Foster, 1843, for five years.

Among the Association's presidents have been such well-known Colby men as Josiah Drummond, General Harris M. Plaisted, Leslie C. Cornish, Reuben W. Dunn, Dudley P. Bailey, Warren C. Philbrook, Forrest Goodwin, Richard C. Shannon, Norman C. Bassett, Asher C. Hinds, Charles Hovey Pepper, Harvey D. Eaton, Henry W. Dunn, Archer Jordan, Charles P. Barnes, T. Raymond Pierce, J. F. Hill, Herbert E. Wadsworth, Fred F. Lawrence, Charles F. T. Seaverns, Neil Leonard, and Leonard Mayo.

Long before the Centennial each graduating class had sent more alumni into teaching than into the ministry. It was not until 1928, however, that the influence of the Department of Business Administration came strongly to be felt. Then, for the first time, the number going immediately into business exceeded those who entered teaching.

By 1925 there had arisen a demand for a full-time alumni secretary. Professor Libby sounded the clarion cry in the *Alumnus*.

Let the College pay half the expenses and the Alumni Association half, and an Alumni Secretary becomes an established thing. Here we have nearly 4000 graduates and non-graduates scattered over the world. Every one of them should be tied to the College by the strongest bonds. An Alumni Secretary of the right type, travelling hither and yon, taking in all alumni and alumnae gatherings, carrying the message of the new and greater Colby to each and all, what could he not accomplish? All this work is quite beyond the President of the College. He ought not to be called upon to enter such an endurance test. It is for a young man to do, a young man of enthusiasm, striking personality, and vision. The Alumni Association could accomplish no greater good than to urge the Trustees to create such an office.<sup>3</sup>

Nothing came of this plea for five years, but at last in 1930 President Johnson announced that Joseph Coburn Smith, 1924, had been engaged in the dual capacity of Alumni Secretary and Publicity Agent. In addition to keeping records of the alumni, Smith would assist in organizing the development campaign for Mayflower Hill. It should be remembered that the stultifying effects of a national depression were beginning to be felt. Had it not been for that faithful friend of the College, Mrs. Eleanora Woodman, even a part-time secretary could not have been provided. President Johnson told the Trustees in April, 1930: "Through the generosity of Mrs. Woodman, Joseph Smith has been acting as alumni secretary since February. He has also taken charge of the college publicity with



noticeable success. I do not see how we ever got on without such an officer, and I hope ways may be found to continue his services."

A year later it had become apparent that, despite the depression, Joe Smith's full time should be devoted to publicity and promotion. The time had come for an officer to have no other duties than that of Alumni Secretary. What happened was acclaimed in the *Alumnus* in the summer of 1931.

Year after year the *Alumnus* has strongly urged the appointment of an Alumni Secretary. It has never felt that the Alumni Association as such was doing very wonderful work. Simply to meet once a year, listen to speeches, and pass a few votes, then disband for another year except for meeting in small groups over the country, is not a program over which one can get wildly excited. The decision to appoint an Alumni Secretary has now been made. A most capable young man, in the person of G. Cecil Goddard, 1929, has been selected. It now remains for the officers of the association to map out a program to be accomplished. The Secretary should be expected to organize a good many Colby clubs in various towns and cities, and he should meet with those groups every year. He should, through the *Alumnus* and other channels, keep in touch with the great host of Colby men.

The year 1933 saw the birth of the Alumni Council. This group was made necessary, not only to act on alumni matters between meetings of the Association, but also to supervise the Alumni Fund, which had been Goddard's first outstanding contribution as secretary. Started late in the college year—March, 1933—the infant fund had brought in a modest \$2,918, not so much as President Roberts had sometimes raised with his annual Christmas appeal. But it was a good start on a permanent feature of alumni activities. In fact President Johnson was able to tell the Trustees in November, 1933: "The alumni office was last year underwritten by the Trustees in the amount of \$3000. This has now been returned to the College treasury through the Alumni Fund, and the office will henceforth be self-sustaining."

The Alumni Council was established by amending the Association's constitution to provide for a council of twelve members elected from the alumni at large, and as ex-officio members the President of the Association and its Secretary, the ranking alumni member of the Athletic Council, a representative of the faculty, and a member from each organized local association. The amended constitution also provided for a special committee to nominate alumni trustees, who would be elected by mailed ballot sent to all association members.

In its first year the Alumni Fund secured subscriptions from 539 alumni living in 29 states and six foreign countries. Contributions came from 61 classes, three of which were represented one hundred percent. For many years annual dues had been solicited from the alumni. With the inauguration of the Alumni Fund, dues were abandoned. Not all payers of dues easily transferred their habit to the Fund, for 336 of those who had paid dues in 1931-32 did not contribute to the Fund in the following year.

In its second year the Fund raised \$3552 from alumni and \$1425 from other sources, a total of \$5027. There were 672 contributors, averaging \$7.48 each. Added were 253 new givers, but 120 of the previous year's contributors did not repeat. The percentage of all alumni contributing had risen from twenty to twenty-three.

After five years of increasingly successful work by Goddard and the Alumni Council, President Johnson felt the time had come to place alumni activities in the annual college budget. He told the Trustees that the Council had contributed in many ways to the College, that most colleges made budget provision for the entire support of the alumni office, and that it was the experience of such colleges to see the annual amount turned into the college treasury far exceed the cost of the office. On recommendation of the Alumni Council, strongly supported by Johnson, the Trustees voted in November, 1938, to authorize the Treasurer to pay, for the fiscal year 1938-39, the expenses of the Alumni Office, with the understanding that the Alumni Fund should be turned over to the College without restriction. They also voted to appoint a committee to study the future relations between the College and the Alumni and Alumnae associations, for the purpose of recommending a permanent policy at the June meeting. To make that study the chairman of the Board appointed Dr. Frederick T. Hill, Miss Florence Dunn, Dr. George G. Averill, Frank B. Hubbard, and Neil Leonard.

Sixteen years after the first woman had graduated, a number of Colby women decided they should have an organization similar to that of the men. Under the leadership of Miss Louise Coburn, 1877, there was hence formed in 1891 the Colby Alumnae Association. The Trustees had permitted girls to enroll in the College but were reluctant to spend money for their needs. It was therefore the organized Colby Alumnae who, for more than a quarter of a century, saw to it that Colby girls received some respectable attention in financial considerations. The Association provided furnishings for more gracious living, put on a successful campaign for physical education in the Women's Division, and provided the first successful loan fund in the College. Even more notable achievements, including erection of the Alumnae Building, raising funds for the Women's Union, and securing recognition from the American Association of University Women, have been recorded in a previous chapter. In 1935 President Johnson remarked that Colby women had set the precedent of making small annual gifts to the College long before the men had started the Alumni Fund.

In 1916 the Alumnae Association had set up a committee to advise and assist the Dean of Women. It was that group which later became the Alumnae Council, a body comparable to the Alumni Council of the men. In 1930 they employed their first Alumnae Secretary, Miss Alice Purinton, 1899. In 1934 she was succeeded by Ervena (Mrs. Joseph C.) Goodale Smith, 1924, who directed the office through the crucial years of fund raising for Mayflower Hill, and who spearheaded the successful campaign for the Women's Union.

There thus existed a dual organization in 1938: an Alumni Association with an executive secretary, Cecil Goddard; and an Alumnae Association employing as its secretary Mrs. Ervena Smith. The trustee committee headed by Dr. F. T. Hill made its report at the annual meeting of the Board in June, 1939. In response to the committee's recommendations, the Trustees voted:

The College shall provide in its budget for a joint Alumni and Alumnae Office, with an Alumni Secretary and an associate secretary, who shall be from the alumnae; the College to assume the financial responsibility for the salaries of the above secretaries and for clerical help and other expenses necessary to maintain the office. The two secretaries shall be college officers, responsible to the President and the Trustees of the College, to be elected by the Trustees from nominations made by the respective councils. All funds received from the Alumni and Alumnae Councils shall accrue directly to the College, with the pro-



vision that each council shall have the privilege of making suggestions as to the spending of any money raised by them over and above the amount necessary to carry on their proportionate share of the expense of the office. The Alumni and Alumnae Councils shall retain their separate identities and hold separate meetings, except when some common problem arises. The Alumni Office shall be a joint office, avoiding unnecessary duplication, and it is charged with the keeping of alumni and alumnae records and statistics, the publication of the Alumni magazine, the conduct of alumni and alumnae funds, and all other graduate activities pertinent to the College.

G. Cecil Goddard became Executive Secretary of the combined office, and Mrs. Ervena Smith was named as his associate. Although working in a single office and cooperating fully, Goddard and Mrs. Smith actually represented two different associations until near the end of World War II. In May, 1944, a group of representatives from alumni and alumnae met in the Women's Union for the purpose of organizing a joint Colby Alumni Association and Council. The summer issue of the *Alumnus* told the story.

Neil Leonard reported as chairman of the Committee on proposed organization. He said that in Portland, in October 1943, the Alumni Council had suggested to the Alumnae Council that a joint association be formed to replace the present separate associations. Committees of both councils had subsequently approved a plan of merger, calling for a single Alumni Council made up of both men and women. Both associations had voted to accept the recommendations, had dissolved their own associations, and had agreed to form a single organization known as the Alumni Association of Colby College.

The meeting then voted to organize the new association, and as a nominating committee there were chosen Raymond Spinney, 1921, Lester Weeks, 1915, Eleanor Marriner, 1910, and Alice Good, 1911. On their nomination Bernard Esters, 1921, was elected the first chairman of the merged council, with Mrs. Ruth Hamilton Whittemore, 1912, as vice-chairman. Cecil Goddard was made Executive Secretary. The council consisted of four men and three women elected at large, divided into three groups, for three year terms, besides two men and one woman in each group to be elected by the council itself. Certain other representatives in the old council were also retained.<sup>4</sup>

In 1944, despite rigors caused by the war, the Alumni Fund brought to the College nearly thirty thousand dollars. The graduates had learned the truth of President Roberts' remark: "It is by giving rather than by getting that love and loyalty grow." When the Council met in the fall of 1945, they learned that their united efforts had brought in more than \$61,000 during the year—\$30,000 in unrestricted gifts to the Alumni Fund, \$21,000 in restricted gifts, \$2800 in subscriptions and advertising to the *Alumnus*, \$4100 for the Roberts Union, \$1400 for the Women's Union, and nearly \$700 for the Alumni Loan Fund.

In 1946 the Council consisted of 53 members, of whom 18 had been elected at large and nine by the Council itself. Both the faculty and the Colby Athletic Council had a representative. Twenty-four represented local Colby associations or clubs scattered throughout the United States. That the merger had not yet made universal appeal is shown by the fact that on the Council the alumni and alumnae of Portland had separate representation. The same was true of Hart-

ford, and in Boston there were three represented groups: the Boston Alumni, the Boston Alumnae, and the Boston Colby Club. Several years elapsed before Colby men and women in Portland, Hartford and Boston held joint meetings.

As has already been mentioned, the annual alumni luncheon was a time-honored Commencement event. Its companion meal, held in another building, was the alumnae luncheon, and it frequently became the duty of the President of the College and the Chairman of the Trustees to hedge-hop between the two meetings. Thus a man did occasionally address the assembled alumnae, but never until the 1944 merger did a woman appear at a sacred gathering of the alumni. Ever since the change to weekend commencements, Saturday had been designated as Alumni Day, and that practice was retained after the merger of the two associations. After the end of World War II the joint alumni luncheon became a significant event. With the chairman of the Alumni Council presiding, speeches from class representatives have been limited to the fifty and the twenty-five year classes, and the graduating class. The chairman of the Alumni Fund has announced the result of the year's contributions, the President of the College has given a thrilling address, and the Council has made its annual awards.

Those awards have been the unique way in which the Alumni Council has honored individual graduates of the College, both men and women. To those selected for meritorious service to the College have been presented Colby bricks, made from the same special material designed for the Mayflower Hill buildings. To graduates who have been elected to head state or national organizations have been given Colby gavels.

In 1946 the Council inaugurated an Alumni College, to be held for several days immediately following Commencement. The first year's attendance was 35; in 1947 it was 51; it was somewhat lower in 1948, and was then discontinued.

In 1949 Cecil Goddard resigned the secretaryship to become head of a prominent insurance agency in Waterville. Ellsworth "Bill" Millett, 1925, the man who has long been affectionately known as "Mr. Colby," became Alumni Secretary. The change was a hard decision for "Bill" to make. Long a member of the staff in Athletics and Physical Education, he was reluctant to leave the "gym," but he was a loyal alumnus who heeded the call of duty. Nor did his direction of the Alumni Office mean that he lost his interest in Colby sports. On the contrary, he became their vigorous spokesman at alumni gatherings.

For many years the Colby *Alumnus*, although stoutly representing the alumni, had not been under the control of the Association. Started by Charles P. Chipman and continued by Herbert C. Libby, it had consistently presented to the graduates the achievements and the needs of the College. It had been the organ for every fund appeal from the Centennial campaign to the early solicitations for Mayflower Hill; it had persisted in the appeal for higher faculty salaries; and it had called attention to the achievements of Colby men and women all over the land.

It will be recalled that, when they set up the joint office in 1939, the Trustees had laid down as one function of that office "the publication of the alumni magazine." The Association had actually taken over control of the *Alumnus* in 1934, soon after Cecil Goddard became secretary. Its publication was placed in the hands of a committee of alumni, with one man designated as editor. After a period of such supervision, under Oliver Hall and Harland Ratcliffe, both experienced newspaper men, responsibility for the publication was placed in the publicity office, and during the fifth decade of this century it was ably edited by Joseph C. Smith. When Smith left the College in 1949, to become an executive



of the public relations firm of Marts and Lundy in New York, Spencer Winsor, 1940, edited the *Alumnus* for a year until it came into the able hands of the new Director of Public Relations, Richard Dyer. Though not a Colby man, Dyer soon identified himself with the College and made the *Alumnus* outstanding among graduate magazines in the nation.

Until 1950 the *Alumnus* had been sent only to individual subscribers. In that year the Alumni Council voted to send the magazine to all living graduates and non-graduates of Colby, and since that date it has been the true voice of Colby men and women all over the world.

It had been a long journey, with many headaches, that had finally brought cooperation between men and women graduates. In fact, a part of the story of Colby's gradual and sometimes thorny change from a men's college to coordination, and onward to complete coeducation is the story of the tardiness with which the graduates realized what was already happening in this respect on the campus.

In 1901 the male association voted: "We favor the policy of two separate colleges, one for men and one for women, to be established as soon as conditions will permit." In 1904 the Alumni Association sent the following memorial to the Trustees:

It has been reported that it is the purpose of your honorable body to erect a ladies' dormitory on the lot now occupied by the Dutton House on College Avenue. The Alumni Association, while it has no means of officially knowing the facts, desires to place itself on record as opposed to such action. In view of the relations that exist between this association and your honorable body and in view of the fact that the future of both the men's and the women's colleges is involved, we respectfully ask that the proposed women's dormitory be not erected on College Avenue, but that its erection be deferred until it can be placed upon grounds adequate for a complete women's college and farther removed from the Colby campus.

It was 1908 when Arthur Roberts first attended an alumni meeting as head of the College. Quite aware of the predominant feeling that enrollment of women was turning the institution into a woman's college, he said: "Give me boys! I would rather have you send me boys than a check for a thousand dollars."

When the Alumnae started their campaign for a Health and Recreation building for the girls in the early 1920's, they met at first with resistance, then with only tolerance from the men. Alumni leaders felt the women were getting in the way of their major campaign for a new gymnasium and other facilities for the men.

Gradually, however, the patience and persistence of such women as Dean Ninetta Runnals, Florence Dunn, Adelle Gilpatrick and Ervena Smith, aided by a host of others, won the day. The work for which Louise Coburn so valiantly and so frustratingly labored was finally accomplished. Even the most recalcitrant of the men came to recognize not only the justice, but also the value of the women's claims. Colby not only had loyal, generous, devoted women graduates; it also needed them. At last the Alumni Association welcomed them, not as rivals and competitors, but as partners in the common enterprise for a greater Colby.

## CHAPTER XLIX

### *Adult Education*

COLBY COLLEGE has never operated a general summer school, although several attempts have been made to start one. During World War II, when accelerated programs were common in most of the colleges, a full summer term was operated for undergraduates. Every summer since 1948 has seen a session of the Summer School of Languages, attended largely by undergraduates. With those exceptions the summer program on Mayflower Hill has been devoted chiefly to adult education.

Colby became interested in extending its services beyond the undergraduate body as early as 1892. In that year President Whitman, assisted by W. S. Bayley and Shailer Mathews, devised a plan of extension work throughout the State. During the winter of 1892-93, courses were given in Waterville, Portland, Bath, Rockland, and Bangor. At the end of that experiment, the report said:

An encouraging feature has been the interest shown, not merely in the lectures, but also in the collateral reading. Nevertheless, there exists considerable haziness in regard to what University Extension really is. As the name indicates, it is extension of college work to those who are not connected with colleges. The work consists of lectures, and for those who wish it, study.

At first the possibility of college credit for extension courses seems not to have arisen. Enrollment was invited of those "who desire merely entertainment of a literary sort or something more like college work." The announcement for 1892-93 listed nine offerings: Aryan and Semitic Languages, under Professor Julian Taylor; History of Italian Painting, with Professor Laban Warren; Astronomy, taught by the great physicist, William Rogers; Glaciers and their Deposits, with Professor William Bayley; Mineralogy, under the same man; History of the French Revolution, taught by Professor Shailer Mathews; Biblical Literature, with Professor George D. B. Pepper; Classical Periods of German Literature, with Professor Anton Marquardt; and the Art of Expression, taught by Instructor George Currie.

The plan called for not more than six lectures in any course. There was only a vague announcement of cost: "The cost is such that it is possible for a sponsoring organization to realize a profit from the sale of tickets. Young People's Societies, Christian Associations, and Women's Clubs are especially adapted to form a class." Clearly the original interest was to promote Colby Extension Courses in the same manner that lecture and lyceum series were sponsored in Maine cities at that time.



In 1894-95, not only was the plan continued, but it was also extended to a program of correspondence courses. The College announced: "Arrangements have been made with the *Lewiston Journal*, whereby there will appear in the Saturday edition of that paper, each week, lectures, reading lists, questions and answers on our extension courses. It is hoped that other papers may care to be furnished with similar material. There is no charge for correspondence classes."

By 1895-96 two new names had entered the program. The new President, Nathaniel Butler, offered a course in English and American Literature, and J. William Black taught two extension courses: American History, and Money and Banking.

During the decade of the 1890's, when Colby's first extension work was given, there was impressive demand for single lectures in the smaller as well as the larger communities of Maine. The extension announcement of 1896 presented an imposing list of such lectures. Dr. Pepper would speak on The Sermon on the Mount, or on The Beatitudes, or on The Personal Element in Teaching. Professor Warren had a lecture on Florence, illustrated by stereopticon views, or if an audience preferred, he would talk on Rome. Professor Rogers was glad to discuss The Old and the New Astronomy. Professor Bayley would give a choice of four topics: The Origin of Soils, The Iron Region of Lake Superior, The Superior North Shore and the Ougibwas, and What is Evolution? That last topic was a ticklish subject in a Baptist college in the 1890's and may have had something to do with President White's willingness to let the scholarly Bayley depart for other educational pastures. Professor Black would lecture on The Tidewater Region of Virginia, or on The Valley of the Shenandoah, or on Savage Customs and their Reminders.

The last extension course of that early period was given in 1897-98. In the following year, Dr. Black, director of the extension program, announced that only single lectures were available. One of those was The Bible as Literature, by Arthur J. Roberts. In the college catalogue for 1900 the term "university extension" does not appear. In its place appears "public lectures." By 1902 that heading also had disappeared.

Why did a project begun with such zeal and optimism last less than ten years? It is probable that a hard worked faculty found it increasingly difficult to journey to distant Maine towns, that gradually the "market" was absorbed, because the same persons did not care to attend year after year, and finally that the public lyceum and the ubiquitous Chautauqua were more enticingly meeting the same need. But all honor to those Colby pioneers! It was they who sowed the seeds that, half a century later, ripened into Colby's modern program of adult education.

Not until 1924 were extension courses revived. In the autumn of that year, under the leadership of Professor Carl Weber, an ambitious plan of evening courses was initiated. Each course met on twenty-five Monday evenings from October to May. Commenting on the program, the *Waterville Sentinel* said:

A very interesting experiment is to be tried by Colby College this year. Arrangements have been made whereby anyone who desires, regardless of age or previous education, may 'go to college'. Courses will be given by the regular professors on Monday evenings. Those seeking credit will be given examinations, but others need not take them, either for entrance or during the course. By this plan the facilities of the College are thrown open to the general public, and it is hoped the

privilege will be enjoyed by enough persons to make it successful and permanent.<sup>1</sup>

The courses were indeed designed to meet the needs of different groups. Teachers could improve their professional standing and keep their certificates up to date. Courses in the business field appealed to clerical and industrial employees. Cultural subjects were directed toward the women's groups. Special attractions were offered to college graduates whose undergraduate work had left gaps they now longed to fill.

In its first year, the new program offered five courses: The Teaching of Biology, under Professor Webster Chester; The Teaching of English, under Professor Ernest Marriner; The World's Greatest Painters, under Professor Clarence White; The Economics of Business, with Professor Morrow; and Nineteenth Century Poetry, with Professor Weber. The schedule permitted a person to take two courses at a comprehensive fee of \$25, or one course for \$15.

In 1925, Colby's new and immediately popular professor of history joined the program, and for several years the largest enrollment in any course was enjoyed by Professor William J. Wilkinson. The courses for teachers were expanded by the coming to Colby of Professor Edward Colgan, who was eager to help teachers in service, as well as the prospective teachers in the undergraduate body.

Extension courses were soon offered beyond the bounds of the Waterville campus. In 1926, Professors Weber and Marriner traveled to Skowhegan for twenty-five Tuesday evenings. Each gave two courses to Skowhegan teachers and other interested citizens. It was a tough winter, presenting many hazards of snow, ice, mud and water, as the two professors drove in an open touring car over a road that had then not been paved. A feature of that Skowhegan winter was a lecture by President Roberts. Only with the help of a farmer's big work horses did Weber's car, with its presidential passenger, get through, and there was considerable relief when the President, late but safe, was delivered to the anxious Mrs. Roberts at the presidential home on College Avenue.

Enrollment dropped in 1927. For that reason, and because the College was upset by the death of President Roberts, it was decided to omit extension work until conditions should be more favorable. Those conditions appeared with the coming of President Johnson in 1929. Having participated in an elaborate extension program at Columbia, Johnson believed that such work was an important service to the community. In the autumn of 1930, with Marriner succeeding Weber as director, the Colby extension courses were resumed. The former schedule of twenty-five weeks was reduced to fifteen, and uniform credit of one semester hour was granted for the completion of each course. Weber, Marriner, Colgan and Wilkinson again offered courses, and two new names appeared. Professor Elmer Warren offered Educational Statistics, and Professor Galen Eustis gave a very popular course on Investment Procedures.

In 1931-32 the program was expanded to eight courses, and similar offerings were made the following year. Then a moratorium was again declared, but 1934-35 saw a richly revived program. President Johnson himself gave a course called The Public Schools and the New Social Order. Professor Libby gave a very popular course in Public Speaking. Marriner made weekly trips to Augusta, where he gave two courses to teachers in that city's public schools.

With the exception of 1937-38, there were annual offerings of Colby extension courses until they were interrupted by World War II. The coming of that war, in December, 1941, with its restrictions on automobile travel, the enlistment of



many faculty members in the armed forces, and the assignment of other members to teaching the uniformed men of the CTD, made extension work no longer feasible. In 1940-41, however, the Extension Department signed off with a group of distinguished courses. Professor Wilkinson and his associate, Mr. Prescott, jointly taught *The United States and Contemporary World Problems*. Professor Schoenberg, a brilliant mathematician and a refugee from Nazi Germany, taught *Mathematics for the Million*. Professor Warren offered *Statistics for Classroom Teachers*. Professor C. Lennart Carlson taught *America Through Her Authors*, and Professor Ermanno Comparetti gave Colby's first extension course in *Appreciation of Music*.

The first suggestion for a summer school of foreign languages came in the spring of 1946 when President Bixler received a letter from the President of Swarthmore College, suggesting that the two institutions combine in operating such a school on the Mayflower Hill campus. It was not until November, 1947, however, that a definite decision was made. The Colby Trustees then voted to authorize the establishment of a summer school of languages, under the joint auspices of Colby and Swarthmore. Professor John F. McCoy of Colby was appointed director, and Professor Phillips of Swarthmore associate director of the school, which opened in 1948.

From the beginning it was the intent to cooperate, not compete, with the long-established summer school of languages at Middlebury College. Hence the Colby-Swarthmore School set up no program of graduate study, did not attempt to enroll teachers, and made no liaison with foreign universities. It was distinctly an undergraduate school, except that it gave opportunity for the Ph.D. candidates in other fields to meet their foreign language requirements.

The school at once proved appealing to several groups of students. Some enrolled for occupational reasons, among the first being a man of middle age, reporter on a Boston newspaper, who wished to study Russian with a view to eventual journalistic assignment behind the Iron Curtain. Younger persons came to the school to complete undergraduate language requirements, or to accelerate their language studies in college. A few who needed to complete requirement for college entrance were admitted. At first high school students were frowned upon, but as the program developed, eleventh grade youngsters came in increasing numbers, to accelerate their language credits.

Four languages have been offered annually: French, German, Russian, and Spanish. Usually two courses have been given in each language, one at elementary, the other at advanced level. It has been an intensive program, because during the seven weeks of the school the student takes only one course. Every day he has a class meeting, a laboratory assignment and a conference with instructor. Much attention is given to the spoken language through recordings.

Before the school was in operation it was thought that the faculty would come from Colby and Swarthmore. From the beginning that proved to be not the case. Although in the early years, a majority were regular teachers at the sponsoring colleges, they were augmented by men and women from Smith, Mount Holyoke, Hood, Wellesley, Bucknell, Georgetown, Cornell, Iowa, Hunter, and Dickinson. Every year has seen at least one native person on the staff of each language. For instance, in 1952, Russian was taught by Daniel Zaret, a native of Russia, with a Ph.D. from the University of Moscow; a native German, Leonie Sachs, with a Ph.D. from the University of Berlin, taught that language. Liliane Fabre, from the University of Grenoble, taught French; and Manuel Guerra was instructor in Spanish.

In 1953 Swarthmore withdrew from the joint enterprise, and the school has since been conducted as the Colby College Summer School of Languages. All instructors live in the dormitories, conduct language tables, and are constantly available to encourage oral practice of the language. A metropolitan reporter who visited the campus was surprised to find students "playing tennis in Spanish."

During the first five years, language school students came from 153 different colleges, from 36 states, and from four foreign countries. One student wrote: "Much of the fascination of the Colby College Summer School of Languages lies in the diversity of the people who are here. Students come from many different places, are of all ages, and seek different goals. The faculty, many of them brilliant lecturers and research scholars, are patient and sympathetic with young people. Many are foreign born, but all have rare skill to make the language come alive for those who speak it ever so haltingly."

The modern program of adult education at Colby developed neither from the old extension courses nor from the summer school of languages. It was, rather, the inspiration of one man, Dr. Frederick T. Hill, 1910, prominent specialist in the diseases of ear, nose and throat, and a member of the Colby Trustees. Dr. Hill, long interested in the professional improvement of hospital service, arranged for an Institute in Hospital Administration to be held in the Women's Union on the Mayflower Hill campus, from September 20 through 22 in 1945. The purpose was stated, "to serve the hospitals of Maine and other New England states with a program coordinated around the central idea of sound administrative practice in the human and public relations of the hospital administrator's duties."

The director of that first institute was Frank E. Wing of the New England Medical Center in Boston. Other instructors were Dr. Joseph Doane of the Jewish Hospital, Philadelphia; Abbie E. Dunks, assistant director of the New England Medical Center; Oliver Pratt, director of the Salem (Mass.) Hospital; and Raymond P. Sloan, editor of the *Modern Hospital*. In 1946 the course was directed jointly by Dr. Sloan and Miss Elizabeth Bixler of the Yale Graduate School of Nursing. Since 1947 Dr. Sloan has been the director, ably assisted by Miss Pearl Fisher, R. N., administrator of the Thayer Hospital in Waterville.

Even before the first hospital institute, a number of organizations had been granted facilities at Colby for the holding of summer conferences. In 1943, such conferences were held by the Maine Health Association, the Maine Conference of Social Welfare, the Maine Philosophical Institute, and the Maine Federation of Women's Clubs. The Maine Hospital Association had also held meetings at the Hill before the plan for a formal institute was inaugurated.

In 1946 Dr. Hill expanded the institute program to three courses: hospital administrators, nursing education, and social welfare. He reported to the Trustees that there would soon be further extension into such fields as banking and taxation. In 1947 the Department of Health and Physical Education started its popular Coaching School, and the Hazen Foundation brought a hundred persons to the campus for a week's conference on student counseling. In subsequent years other organizations that held occasional sessions at Colby were the Country Day School Headmasters, the Maine Vocal Institute, Maine Life Underwriters Conference, Maine Savings Institutions, Maine Library Association, New England Accounting Conference, and United Nations Committee for Maine. Several summers saw the Great Books Leader Training Course, Workshop in Library Science, and a Tax Institute.



It was, however, the medical institutes, promoted by Dr. Hill, that became the permanent heart of Colby's summer program in adult education. A very important addition was the eleven-weeks program of the Lancaster Courses in Ophthalmology, which since 1954 has annually brought a hundred ophthalmologists from all over the world for intensive study at Colby. Dr. Hill's professional interest in problems of the deaf prompted him to start a course in Audiology for Industry, to which some of America's largest corporations sent representatives. A course for Medical Record Librarians became an annual fixture, as did the conference of Maine Public Health Nurses.

Medical courses, however, have not monopolized the program. Besides the coaching school, an annual feature has been Dirigo Girls State, bringing more than two hundred high school girls for a week's study of government. In 1956 began an annual Institute of Church Music, under the direction of Professor Everett Strong, a member of the Colby Department of Modern Languages and an accomplished organist. In 1958 was added the Summer Institute for Science under the auspices of the National Science Foundation.

The wide scope of the adult program in the summer months is shown by the listings for 1959, when more than 2000 persons spent from one to eleven weeks in study on Mayflower Hill. The courses and institutes totaled nineteen: Dirigo Girls State, Coaching School, Lancaster Courses in Ophthalmology, Library Science Workshop, Safety Courses, Summer School of Languages, Institute for Science, Maine Baptist Missionary Conference, Great Books Institute, Tax Institute, Tax Assessors, Tax Collectors, Institute on Occupational Hearing Loss, Maine Methodist Women, Josselyn Botanical Society of Maine, Church Music Institute, School for Young Executives conducted by Maine Savings Bank Association, Institute of Hospital Administrators, and Medical Record Librarians.

As early as 1946 Dr. Hill had advised that the summer program be placed under the direction of some member of the faculty or administration. When Professor Ralph Williams finally took on that responsibility, the program gained an enviable reputation for its efficiency of operation, and the College received enthusiastic commendation for hospitality. In 1954 the time had come for a full-time director of adult education, because already the offerings encompassed the entire year, not merely the summer months. William Macomber, a member of the Class of 1927 and the widely known principal of Cony High School at Augusta, became Colby's first full-time director of Adult Education and Extension.

Under Macomber's vigorous promotion, evening courses became a regularly established part of the program in 1954, and were soon thereafter fixed in two blocks, one in the fall semester, the other in the spring. Announcing the evening program for the spring semester of 1956, President Bixler said: "An institution of liberal arts, such as Colby, must not withdraw from the life around it, but must be concerned with what its neighbors find important. Our goal is not only to teach our own students imaginatively, but to encourage those in our neighborhood and wider constituency to see the creative possibilities in their work." Those 1956 courses included Great Collections at Colby, with Professor Weber; Personal Finance, with Professor Ralph Williams; Choral Workshop, under Professor Re; World's Great Religions, taught by President Bixler himself; and two courses conducted cooperatively by several faculty members: Public Affairs Forum, and Freedom and Authority. At other times the evening courses covered such subjects as Contemporary American Novel, Arts in the Twentieth Century, From Toddler to Teenage, Appreciation of Music, Life and Teachings of Jesus, Great Artists, Mass Media in Modern Society, The Beginnings of the Church, Statistical

Analysis, Modern Physics, Chemistry in Wood Derivatives, The Movies, Great Religious Personalities, Our Age of Conflict, Comparative Economic Systems, The Middle East, Popular Culture, The American School and Its Critics, Russian History, the Modern Dance, Social Problems at Mid-century, Federal Income Tax, and elementary courses in German, Spanish, and Russian.

In 1956 Colby entered the field of educational television, and has since offered regular adult instruction over the services of Mount Washington TV and the station at Presque Isle, thus covering all of northern New England. The first course was "Faiths of Other Lands," given each Sunday afternoon in a half hour showing by President Bixler. The College had already experimented with television by cooperating in a course, "Introduction to the Atom," conducted over the Mount Washington Station by Professor Jonas Karas of the University of New Hampshire. In subsequent years the television screen showed Professor Julius Brown in Astronomy, Professor James Carpenter in Art, Professor Richard Newhall in The Middle East, Dean Robert Strider in American Literature, and Professor Albert Mavrinac in Constitutionalism and Totalitarianism. In 1960 Colby entered into cooperation with Bates and Bowdoin in founding Station WCBB, an exclusively educational channel covering southern and eastern Maine.

As early as 1949 Colby began an important association with business and industry when it presented the first Business Management Institute, sponsored jointly by the Colby Department of Business Administration and the Associated Industries of Maine. For several years the chairman was Ellerton Jette of the C. F. Hathaway Company, a prominent member of the Colby Trustees. In 1952 the name was changed to the Institute of Maine Industry, and since that year it has annually been held at the time of the spring recess. Energetic chairmen were Wallace Parsons, President of the Keyes Fibre Company, and John H. McGowan, President of the Wyandotte Worsted Company. Besides the Associated Industries, other sponsors have been the Maine Food Growers and Processors, Maine Members of the American Pulp and Paper Association, the Maine Merchants Association, the National Association of Wool Manufacturers, the Northern Textile Association, the New England Shoe and Leather Association, Maine Bankers Association, and Investment Bankers of America.

Among prominent speakers at sessions of the Institute have been Sinclair Weeks, Secretary of Commerce; Edward McCormick, President of the American Stock Exchange; Ira T. Ellis, Economist of E. I. duPont deNemours and Company. In 1959 attention was given to Maine's rapidly increasing industry of poultry processing, with Donald P. Corbett, Treasurer of the Fort Halifax Packing Company, presiding.

Also sponsored by the Associated Industries of Maine have been the courses on Industrial Safety Training, begun in 1957. Widely supported by other industrial organizations and by the departments of labor and industry of several New England states, these courses attracted large enrollment.

What the summer program alone had come to mean as early as 1956 is shown in Director Macomber's report for that year. Seventeen different groups had assembled on the campus for periods ranging from four days to eleven weeks. More than 2000 individuals had registered, of whom 1200 had stayed at least one night. Room service had made 10,000 beds and dining service had prepared 60,000 meals. As for extension courses, the fall program of seven courses had attracted 175 registrants, while the spring offering of ten courses enrolled 200. "We have," said Macomber, "many courses geared to the needs of industry."



Another phase of adult education at Colby has been the impressive annual series of lectures and concerts, open to the public without charge. Most important are the Averill Lectures, sponsored by Dr. George G. Averill, and since his death by Mrs. Averill; the Gabrielson Lectures on Government, sponsored by Hon. Guy Gabrielson; and the Ingraham Lectures in Philosophy and Religion, sponsored by Robert Ingraham, 1951. In all of these programs the lecturer not only delivers a public address, but also attends classes and confers with small groups. Several concerts are given annually by the Colby Community Symphony Orchestra under Dr. Ermanno Comparetti, and by the choral groups under Professor Peter Re. Powder and Wig, the college dramatic society, directed by Professor Irving Suss, presents noteworthy productions.

President Bixler's vision of a Colby not cloistered in an ivory tower, but responsive to community needs, has been fully realized. Colby's Adult Education program of 1960 placed the College in the forefront of the modern educational movement that insists upon continuance of learning as long as one lives.

## CHAPTER L

# *Organizations and Publications*

### A. ORGANIZATIONS

LIKE most Americans, college students have been persistent joiners. When they found no organization to join, they created one. The Maine Literary and Theological Institution had barely opened its doors in 1818 when the students formed a religious society, and within a few years there were two rival literary groups. Earlier chapters of this history have given information about those first societies, about the subsequent fraternities and sororities, the athletic association and its council, and the inter-fraternity council. The present chapter makes no attempt to include every organization that has sprung up on the Colby campus, but merely to mention a few that have been typical of the vast number of groups that have appealed to the eager joiners.

Student government began in the administration of President Pepper in 1885, with the formation of the Conference Board, frequently referred to in previous chapters. By the time of the centennial in 1920 the two conference boards of men and women had become respectively the Men's Student Council and the Women's Student League. Because of the carefully regulated nature of women's life in the dormitories, the latter, from its inception, exercised increasing control over matters pertaining solely to the Women's Division; but, because the men's dormitories were free both from proctors and from rules in the 1920's, the activity of the men's Council consisted chiefly of petitioning the administration for holidays and extended vacations, changes in the attendance rules, and other privileges. Not until the College had moved to Mayflower Hill and World War II had brought the women into closer cooperation with the men in conducting all-student organizations did social coeducation become a fact at Colby; and one of its consequences was the organization of Student Government, a council composed of both men and women. That council did not displace the Women's Student League nor the Interfraternity Council, but it did become the recognized general body for the management of all-college matters.

The movement for honorary societies began with the coming of Phi Beta Kappa in 1895. Not only is it the oldest of American fraternities, for when it was founded at William and Mary in 1776 it was a secret society, but it was also the first of a flood of so-called honor societies to invade the Colby campus nearly 120 years later. Outliving many of its successors, it remained at Colby, as at other American colleges, the highest academic honor that can come to any senior. A number of colleges elect top scholars to the society in the middle of junior year, completing the delegation by a subsequent election in senior year, but the Colby



chapter of Phi Beta Kappa has annually selected the entire delegation after the middle of senior year.

In 1898 came a different kind of "honorary" society, a kind for which the only honor was selection on the basis of popularity. The first such group was called the Epicureans, "a society for senior men, limited in membership and organized for purely social purposes." In the same year the women started a senior society called Kappa Alpha. In 1900 the sophomore girls formed Chi Gamma Theta, and in 1903 Upsilon Beta was organized for sophomore men. In 1910 came a men's junior society, the Druids. All of the men's societies were placed on a fraternity basis, the membership being composed of one man, or at the most two, from each fraternity. By 1925 the Epicureans and Upsilon Beta were called "feed" societies. Only the Druids avowed other than a social purpose, offering a scholarship cup to the fraternity with highest academic average. The need for service organizations, perhaps prompted by the coming of Rotary and Kiwanis on the American scene, gave rise to a sophomore group, the Mystics, charged with the entertainment of visiting athletic teams.

The period immediately following the First World War saw an influx of semi-academic organizations, often connected with some instructional department. In 1918 Professor Libby had introduced a chapter of the national forensic society, Pi Kappa Delta. Professor Colgan had organized, in 1924, a chapter of the national education society for men, Kappa Phi Kappa, and the following year saw the formation of Delta Sigma Chi, a similar society for women. Professor Morrow secured for Colby a charter from the national social science society, Pi Gamma Mu in 1926. Sigma Pi Sigma honored outstanding students in physics, as did Chi Epsilon those in chemistry. Under various names, from time to time clubs were formed for enthusiasts in the various ancient and modern languages.

The 1940's saw the formation of two student societies that deserve the epithet "honorary." First came Cap and Gown, a group of carefully selected senior women, chosen on the basis of their contribution to the welfare of the College and especially of its women students. It was soon followed by a similar organization of senior men, called Blue Key. During the years following World War II both societies rendered conspicuous service.

Music and drama have long had their campus devotees. Glee Club, concert choir, chapel choir, orchestra and band have all been represented by formal organizations, and for many years Powder and Wig has enrolled enthusiastic followers of the stage.

A mere listing of other societies, at various intervals during the half-century from 1910 to 1960 reveals the tendency of such groups to come and go, as needs change and student opinion fluctuates. The list shows, however, that additions more than offset subtractions. In 1910 there were the Mandolin Club, the Debating Society, the Dexter Club, and the Women's Glee Club. By 1925 there were the Press Club, the Camera Club, the Sons of Colby, and the Student Fellowship. Before 1940 two important organizations, the Outing Club and the International Relations Club, had come on the scene, and along with them were the Contemporary Literature Club and the undergraduate division of Library Associates.

The 1959 edition of the *Colby Gray Book* listed, among the student organizations, Student Council and Student League, with their respective judiciary committees; the Inter-fraternity Council and the Women's Athletic Association; seven religious groups; eight honorary societies; ten fraternities and four sororities;

five publications; Outing Club, and Hangout; four foreign language clubs; five miscellaneous organizations. Between 1820 and 1960 the students at Colby had become rather thoroughly organized.

## B. PUBLICATIONS

The earliest periodical publication at Colby was the annual catalogue, later presented as an annual issue of the *Colby College Bulletin*, which at times included, besides the catalogue, issues of the reports of President, Treasurer, and Librarian, as well as issues of the "Freshman Catalogue," a sort of promotion pamphlet directed at prospective students. Since frequent mention of the catalogue, first published in 1824, has been made in preceding pages, no extended comment is needed here. President Roberts once called the catalogue of any American college "its leading work of fiction," yet a perusal of those annual issues at Colby over a period of 135 years gives a factual picture of the growth in enrollment, the increase in faculty, the changing fees, and the development of curriculum. As President Roberts implied, it is difficult to ascertain from any college catalogue what student life at the institution is really like. Nevertheless, over a long period of time, the catalogue does reflect the essence of the institution, and becomes a valuable source of historical data. What the catalogue fails to do is to breathe life into the cold form. That vitality is fortunately provided by other sources.

Every college, as it grows older, becomes increasingly aware of the importance of its alumni. Some wag of a college president once said that he envied the warden of a prison, because to that institution the alumni seldom returned to tell the head how to run the place. Troublesome as alumni could sometimes be, every college learned that they were, on balance, assets rather than liabilities; but no college could mobilize those assets unless it knew who and where they were. Hence the *General Catalogue*—a complete directory of all former students—became common.

At first Colby paid attention only to deceased graduates, publishing an annual necrology at Commencement. In 1880 Colby's energetic librarian and alumni necrologist, Edward W. Hall, persuaded his classmate, Col. Richard C. Shannon, to finance a *Colby General Catalogue* if Hall would assemble the data and edit it. Hall's work appeared as the first edition of the *Colby General Catalogue* in 1882. It presented information in four categories: men graduates, women graduates, men non-graduates, and women non-graduates. Under each category names appeared in alphabetical order by classes, and deceased as well as living members were included. The volume also listed all officers and faculty members who had served during those sixty-four years. Five years later, in 1887, Hall brought out a second edition, and just a year before he died in 1909 he edited the third.

When plans were made for the centennial in 1920, it was decided to issue a fourth edition of the *General Catalogue*. The task was committed to Charles P. Chipman, who had succeeded Hall both as librarian and as necrologist. He made that edition the most complete and most accurate of all issues of the publication. Many alumni regret that Colby has had no subsequent edition of that valuable work. This historian can testify that the *Colby General Catalogue* of 1920 has been a constant source of reference, and that lack of any subsequent edition has entailed many hours of otherwise unnecessary labor in checking names, places and dates. The occasional directories of living alumni, valuable as they are, can never replace a comprehensive general catalogue.



*Oracle*

The oldest student publication at Colby College is the *Oracle*, the yearbook of the senior class, which first appeared as a modest four-page sheet in 1867, and by 1870 had expanded to thirty-two pages. Except for three short articles, the first issue was entirely a directory, listing the members of DKE and Zeta Psi, of the Baseball Club, and of the periodicals taken by the Athenaeum. Space was also given to the musical societies, the Boardman Missionary Society, the Literary Fraternity, and the Erosophian Adelphi. Prize awards for 1866-67 were announced, and the directory ended with a list of Trustees and faculty. The latter was a short list, for in 1867 the entire teaching staff consisted of only six persons: President Champlin, Professors Smith, Hamlin, Lyford, Foster, and Hall. Chairman of the Board of Trustees was Governor Abner Coburn. President of the Erosophian Adelphi was a young senior named Julian Taylor, who was about to begin an unprecedented career of 63 uninterrupted years as a Colby teacher.

When Mary Low, the first woman graduate, received her diploma in 1875, the *Oracle*, still in paper covers, boasted 72 pages. The "officers of government and instruction" now included eleven persons, and directly beneath the name of Edward W. Hall, Librarian, appeared "Sam Osborne, Janitor." In light of Colby's later adoption of the white mule as mascot, it is interesting to note that on the faculty page in the 1875 *Oracle* appeared a picture of a female donkey and her foal.

The *Oracle* first appeared in hard covers in 1878. By 1900 illustrations were common, and after 1910 individual photographs of seniors were annually included. During all the years before World War I, literary features were common. In 1913, for instance, there were twenty articles and stories, as well as sixteen poems. After 1920 it became the usual custom to dedicate each issue to some member of the faculty.

As the art of photography improved, the *Oracle* gradually changed into a yearbook of illustrations. Greatly reduced were the class histories and the review of the year, while literary features were entirely eliminated. A glance at the 1958 *Oracle* reveals many changes since 1875. The frontispiece shows the faculty marching to convocation up the walk of Lorimer Chapel. There are individual photographs of college officers and department heads, and group pictures of the instructional departments. Individual pictures of the seniors are accompanied by factual thumbnail sketches, with none of the humorous appellations that characterized earlier issues. Among all the illustrations, an old timer would find familiar only the posed groups of fraternities. Most of the others, including the athletic teams, are informal shots. Among the most striking pictures is one of the AFROTC, on parade through Waterville's main streets. A picture of the Women's Judiciary Board, sitting around a table loaded with ash trays, would shock the old timer. The editor of the 1958 *Oracle* explained the new policy: "With this edition we have attempted to emphasize pictures and to minimize copy to a brief yet complete review of the year."

*Echo*

What is now Colby's weekly newspaper began as a monthly in 1877. It had been preceded by sporadic news publications, usually issued by one or another of the fraternities. In fact, in the first issue of the new publication, called

the *Echo*, appeared an agreement between the recently formed Colby Publishing Society and the DKE Fraternity, pooling publication finances in the new society.

The *Echo* first came from the press in March, 1877, under the editorship of Joseph Files. At first it was a literary as well as news sheet, and some of its essays and stories were of high quality, written by persons who later achieved fame in the literary world. In 1886 it was changed to a semi-monthly, and in 1898 became the weekly newspaper that it has since remained. From 1898 to 1908 it took newspaper size and form in four pages; from 1908 to 1921 it reverted to magazine size, and since 1921 has again had newspaper size, with usually six or eight pages.

Someone was always finding fault with the way *Echo* editors were chosen. At times it was observed that the editorship seemed to be inherited within a fraternity; at other times a man would jump into the position without previous experience on the paper. The trouble was that too often there was no genuine competition for the lower echelon posts and therefore no regular rising through the ranks. Almost every decade the reformers would demand a new *Echo* constitution, and for a time thereafter competition would thrive, only to slump again after a few years. The Colby *Echo* has been kept going, not by sporadic reforms, but by the fact that, in good times and bad, there have always been a few devoted students willing to sacrifice time and sometimes even marks to "get out the paper."

Typical of troughs in the sine curve of *Echo* history is the record of what happened in 1925. Since 1920, each editor had been given credit for an advanced course in English composition. At a 1925 faculty meeting, one professor objected that recent elections to the *Echo* board had been neither supervised nor approved by the faculty, as required by the *Echo* constitution. Another professor contested the new editor's claim to a year's credit in English. At the next faculty meeting an investigating committee reported that they found the new editor "completely incompetent and ignorant of the most elementary essentials for conduct of such a publication." The committee recommended supervision of the editorship by the Department of Journalism, and of the business staff by the Department of Business Administration. Just before Christmas, the criticized editor resigned, but petitioned to the faculty for one semester's credit in English. The faculty voted: "Since he did not carry the work through even one semester, and since there is no provision for giving credit for less than a full year of editorship, the petition is not granted."

By 1928 the faculty had had their fill of academic credit for *Echo* work. They then voted: "The rule granting six hours of credit in English to the Editor-in-Chief of the *Echo* is hereby rescinded."

There has been only one instance of father and son both serving as editors of the *Echo*. That distinction was held by George Otis Smith, 1893, and Joseph Coburn Smith, 1924. Brothers have also held the office: Wilford G. Chapman, Jr., 1912, and Alfred K. Chapman, 1925. Among editors who later became Trustees of the College, besides the two Smiths, were Beecher Putnam, 1889; Angier Goodwin, 1902; and Raymond Spinney, 1921. Later to serve on the Colby faculty were editors Hugh Hatch, 1890; Frank Dean, 1909; Clyde Russell, 1922, and Alfred Chapman. Only one editor rose to the Colby presidency: Franklin Johnson, 1891.

Financing student publications has always presented a problem. It is no fun for an editorial board to face a debt left by their predecessors. For many years both *Oracle* and *Echo* struggled along on voluntary subscriptions and local ad-



vertisements. Even a modest degree of faculty supervision did not solve the problem. Finally the student body voted to make subscription to both *Oracle* and *Echo* compulsory upon all students, collection to be made by the College on the individual term bills. That policy gave the publication assured income and made possible accurate budgeting. It was, however, a change in national advertising that made it possible for the *Echo* to meet rising costs of publication. For many years advertising had been restricted to those reluctant dragons, the local merchants. Suddenly there burst into college journalism the lavish advertising of the cigarette companies. Vying with each other, those manufacturers spread full-page ads in the college newspapers. It became possible for the *Echo* to put out editions of six and eight pages because the big tobacco companies wanted to be sure no student forgot their brands.

Frequent quotations from the *Echo*, interspersed through the pages of this history, show that the paper gave voice to student opinion, defended the college stoutly against outside criticism, and crusaded for many a campus reform. It has seldom hesitated to criticize the college administration. Sometimes a bold editor deliberately attacked prevailing student opinion. Such an editor was Franklin Johnson, who in 1890 aroused a lethargic student body to a needed reform of the athletic association. Again, in 1912, Wilford Chapman, Jr., at considerable personal risk, attacked successfully, the powerful, but pernicious society of Theta Nu Epsilon.

It was inevitable that an article in the *Echo* should occasionally excite faculty wrath, but the *Echo* is indeed one of a very few college newspapers that has never been suspended or suppressed. Colby College is proud of its reputation as the institution that produced Elijah Parish Lovejoy, who died for freedom of the press. Colby officials have never tried to control or censor the college newspaper, but have only asked its editors to be responsible for the accuracy of their statements.

### *Colbiana*

In 1912 the women students decided that, in light of the slight representation accorded them by the *Echo*, they must have a publication of their own. The *Colbiana*, first appearing in December, 1912, stated as its purpose "to develop among the girls greater Colby pride and loyalty, and to give the people outside the College a complete representation of the activities of the Women's Division." In the first issue appeared articles on Bloody Monday Night, Freshman Reception, Burning of Freshman Bows and Bibs, the YWCA, Women's Athletics, and "General News." From the beginning *Colbiana* contained a careful selection of literary items. In that 1912 issue Alice Beckett had an article on Grand Manan and a poem; Emily Hanson had a short story worthy of national publication; and Abbie Sanderson contributed a delightful soliloquy called "Day Dreams."

At first *Colbiana* was published four times a year, but was later reduced to three issues. Its last appearance was in April, 1932. The editorial board explained: "We, having lost our editor-in-chief, are floundering a bit as we send this issue to the press. We ask you to bear with us for the amateurish quality of this issue and the scantiness of some of the material."

During its twenty years of existence *Colbiana* served well the cause of Colby girls. It gave the alumnae direct information about the Women's Division, and it proved that the women could produce something more than a news sheet or a

yearbook. But by 1932 it had had its day. Women were becoming increasingly recognized by the older publications, long dominated by men. When, in the midst of World War II, both *Oracle* and *Echo* had their first women editors, there was no longer a need for *Colbiana*.

### *White Mule*

At one time or another the students at most colleges have attempted a humorous magazine after the style of *Puck*, *Judge*, and the old *Life*. Among the most famous have been the Harvard *Lampoon*, the Columbia *Jester*, the Cornell *Widow*, and the Dartmouth *Jack-o-Lantern*. Colby's contribution to this not always laudable venture was the *White Mule*. It was the brain-child of Ralph McLeary 1924, John Nelson 1926, and Ted Hodgkins 1925. The first issue in November, 1923, announced: "The *White Mule* is intended to fill a place long vacant at Colby. Every wide-awake college should have a comic paper, devoted to the banishment of care in college life. Every student is asked to contribute jokes, stories, and verse. The *White Mule* welcomes all contributions to his crib."

The new publication had a hard time. Not recognized for inclusion under the Student Activities Fee, it could not be sure of adequate circulation. While like the *Echo* it could depend upon a few lucrative cigarette ads, its local advertising was meager. Commendably it never accepted liquor advertisements. Like most such periodicals, it was given to risqué and questionable jokes. It is difficult for the most scrupulous editor to draw the line between what is funny and what is in poor taste. More than once the sophisticated *Life* of Edward Martin's day offended even those readers who were inclined to liberal views in such matters. It was inevitable that the *White Mule* should increasingly give offense. If it had enjoyed adequate financial support, if its editors had been able to fulfill their obligation to advertisers and publish a stated number of annual issues, the general quality of content might have overcome criticism of individual items. But even its most ardent supporters became tired of waiting months for an issue, only to have it appear in flimsy format with stale content. Suspended during the war, the *White Mule* attempted a revival in 1946, but it was too late. It finally gave up the ghost in 1947.

### *Handbooks*

Most publishing enterprises among Colby students have been strictly segregated. *Echo* and *Oracle* both started as publications solely of the men. Not so the first student handbook. Called the *Colby Handbook*, it was put out jointly by the YMCA and the YWCA in 1891. That first issue was a tiny volume of pocket size, containing only 26 pages, eight of which were filled with ads solicited from local merchants. The book was intended not so much to give information about college life as to promote the two Christian associations. More than half the book was devoted to the Y's. There were directories of the local churches and pastors' residences, with conspicuous omission of the Roman Catholics. A single page was given up to a listing of student organizations, only five in number: Reading Room Association, *Echo*, *Oracle*, Baseball Association, and Athletic Association (track and field). Concerning expenses the handbook said: "Total expenses, including tuition, room rent, board, and incidentals, will range from \$275 to \$325 a year, according to the generosity of the student."

By 1900 the *Handbook* had been expanded to include the college calendar, four pages on athletics, the art collections, and attention to music, drama, and



debating. A feature was "Date of Erection of Buildings." An important innovation was "Information for New Students," including such items as, "At chapel the freshmen occupy the row of seats farthest from the door."

In 1902 the *Handbook* appeared in a limp leather cover and remained with that binding until its abandonment in 1932. By 1912 it reflected an expanding College under President Roberts, recognizing the honor societies, giving schedules and records, listing class officers, colors, and yells; and doubling the number of advertisers. By 1926 the use of smaller type enabled the *Handbook* to include much added information. "Points to Freshmen" now covered six pages, grouped under such headings as "Before You Come," "When You Arrive," and "Getting Settled." The faculty directory gave each teacher's department, title, residence, and telephone number. There was detailed information about eleven "honorary societies."

The regulations as well as the mores of the Women's Division were so different from those of the men that during the 1920's the girls saw the need of a handbook of their own. In 1917 they had formed the Student League of the Women's Division, and it was that organization that produced the *Women's Handbook*. It acquainted new girls with the regulations governing women in the dormitories, the operation of the Panhellenic Council, and information about many aspects of college life. In 1935 the book surprisingly included the entire membership list of each Colby fraternity, probably because the girls considered it important information.

In 1932 the college administration decided to resume publication of the administrative rules, a practice that had continued throughout the nineteenth century but had been abandoned soon after the student handbooks began to include some of the regulations. The new official publication, the *Colby Gray Book*, was issued annually after 1932. It contained detailed information about registration, election of courses, attendance, examinations, marks, academic standing, eligibility, finances, residence rules, health service, and social functions.

Originally the *Gray Book* listed and described 32 student organizations. By 1959 the number had grown to 52. As time passed, the *Gray Book* included such additional matters as war credits, veterans' affairs, employment and placement, traffic regulations, special events, and a directory of office and residence telephone numbers.

### *Literary and Scholarly Magazines*

Colby students have made repeated attempts to publish a strictly literary magazine, often with the active support of the Department of English. Invariably those publications have been short-lived for lack of general support. In the 1950's a group of talented students succeeded in issuing for several years a magazine called *Drokur*. Its contents were of high literary quality, though inclined to be excessively sophisticated. Student gossip had it that a test of superior intelligence was the ability to understand a story or a poem in *Drokur*. When the magazine was gasping for breath in 1958, an earnest group attempted to revive it under the name *Ikon*.

Faculty interest in production of a scholarly journal, to contain contributions from both faculty and students, has likewise lagged. President Bixler, aided by a handful of faculty members, launched a publication called the *Colby Scholar*. In addition to the usual features of such a journal, the *Scholar* had the added merit of seeking articles that could be used in the classroom to supplement textbook

and customary readings. For two years the magazine appeared regularly, then lapsed into only occasional appearance. The faculty as a whole failed to respond to the editorial board's appeal for articles, the promoters themselves became discouraged, and the *Colby Scholar* was no more.

Despite other failures, one scholarly publication at Colby has been successful, has enjoyed continuing publication, and has won national acclaim. That is the *Colby Library Quarterly*, described fully in our chapter on the Library. The *Library Quarterly* was in fact preceded by the *Colby Mercury*, published by the Department of English under the editorship of Professor Carl J. Weber. The *Mercury* was indeed the true forerunner of the *Library Quarterly* because its last issue in July, 1942, was immediately succeeded by the first issue of the *Quarterly* under the same editor.

Originally intended, as the editor stated, "to appear from time to time in the interests of students enrolled in English courses," the *Mercury* gradually featured bibliographic items, usually under the heading "Recent Accessions to the Colby Library." By 1940, Professor Weber's patient collecting of rare books and manuscripts by and about Thomas Hardy, Edwin Arlington Robinson, and other writers was given recognition in the *Mercury*. One issue, for instance, announced that on November 28, the exact anniversary of Mrs. Hardy's birth, the Colby Library would place on exhibition twenty-four rare and important Hardy items. The issue of January, 1941, featured Colby's collection of Wordsworth; that of May, 1942, concluded a series on "Rebekah Owen's Hardy Collection"; and the final issue of July, 1942, was devoted largely to Nathaniel Hawthorne.

Had the *Colby Mercury* continued to be a repository of student themes, as it began, it might have gone the forgotten way of other literary journals. The fortunate circumstance that its editor became a noted bibliographer and Colby's official Curator of Rare Books and Manuscripts gave the *Mercury* and its successor, the *Library Quarterly*, a distinctive quality. In creating that kind of literary mousetrap, Carl Weber assured a beaten path to the door of the Edwin Arlington Robinson Treasure Room.

### *The Colby Alumnus*

In the chapter on the alumni brief mention has been made of the *Alumnus*, and other chapters have included so many quotations from that magazine that the reader is well aware of its importance as a source of information about the College. The time has now come to recount the history of that publication.

Like Edward W. Hall, his successor Charles Chipman became deeply interested in Colby lore and in every effort to bind the alumni closer to the College. Conceiving the idea of an alumni journal, Chipman launched in November, 1911, a modest publication called the *Colby Alumnus*. Associated in the editorship with Chipman was a man who would make that magazine enduring and memorable—Professor Herbert C. Libby. An advisory board included President Roberts, Professors Taylor and Hedman. The purpose of the magazine was avowed in an editorial.

The *Colby Alumnus* is published for the express purpose of bringing the great body of Colby alumni into closer and more sympathetic touch with the College. No publication with this aim has ever been undertaken by Colby men, with the result that many graduates are today uninformed about their College. For accomplishment of its high pur-



pose, it is imperative that Colby should bind its graduate body by the strongest bonds. That, in largest scope, is the work of this magazine.

The first issue set high standards. It began with an article about Chief Justice William Penn Whitehouse, 1863; presented a discussion of "Recent Growth at Colby"; and gave capsule accounts of pertinent events. Space was given to thumbnail sketches of seven new faculty members, there was a description of the new dormitory for men, and the welkin rang with three challenging editorials. The issue closed with what became a permanent feature—notes about individual alumni, arranged by classes and contributed by class correspondents.

Nothing more clearly reveals the attitude toward Colby women half a century ago than do those early issues of the *Alumnus*. The girls were simply ignored. A reader not acquainted with Colby would never suspect that women were enrolled. The *Alumnus* was intended for *alumni*; let the *alumnae* shift for themselves. It was that attitude which prompted the publication of *Colbiana*; and it was the later, long overdue recognition of the women by *Echo*, *Oracle* and *Alumnus* that made *Colbiana* unnecessary.

In its second issue (January, 1912) the *Alumnus* began publication of historical articles which have made it for nearly half a century an invaluable repository of Colby lore. Professor Chipman, long interested in obscure details about the origin of the College, published in successive issues his highly important monograph, *The Formative Period in Colby's History*.

When Chipman left the College temporarily, for service connected with World War I, he turned the magazine over to his associate, Professor Libby, who in 1917 began a brilliant editorship that continued until 1934. With its issue of October, 1917, the *Alumnus* assumed a "new look." Its editorials—a whole battery of them—now came first, and those editorials did not dodge controversial subjects. Not everyone agreed with them, but everyone read them, and every reader came away with the feeling that no problem worth solving is forbidden debate, and that Colby still believed in democratic decisions.

At once the new editor opened the pages to every obtainable item about Colby men in the war. Probably no other college journal in the country contained such a complete account of the effects of World War I on a college and the participation of its students, faculty, and alumni in the conflict.

Just as the editor himself "pulled no punches," so did he welcome many contributions from alumni. An annual feature that many of the editor's colleagues awaited with "fear and trembling" was Eighty-Odd's review of commencement. But it was not alone the open discussion of controversial topics that made the *Alumnus* under Libby a distinguished publication. Even more significant were the completeness and the accuracy of the many informative articles.

When the editorship came to the Director of Public Relations, Joseph Curn Smith, it found a writer of great clarity and power, and a genius at ferreting out articles of amazing interest. Also an expert photographer, Joe made the *Alumnus* famous for unusual illustrations. Under subsequent editorship of the new Director of Public Relations, Richard Dyer, the *Alumnus* has several times been awarded national distinction. Still receptive to alumni opinion, it has become more than the voice of the graduates. To all who read it—and their number is legion—it is now the voice of the College, of the whole "Colby family."

## CHAPTER LI

### *Religion At Colby*

**H**ow did a church-founded college suddenly become divorced from its denominational connections? The answer is that divorce is the wrong word and there has been nothing sudden about it. By the American Baptist Convention, Colby is still listed as a Baptist-related college, although the once closely-tied apron strings began to loosen a long time ago.

Part of the change was inherent in Baptist policy regarding the denomination's schools and colleges. Like the Congregationalists and other sects that stood for the autonomy of the local congregation, the Baptists never sought to dominate their schools. Each school had its independent board of trustees, to whom the charter was issued, and seldom did such a charter call for representation from a Baptist association, and among Baptists the association was the natural body for broad action, although no association exercised any control over a particular church.

The early chapters of this history have made it clear that, while the predominant purpose of the founders of Colby College was to provide an educated Baptist ministry, other persons than Baptists were enrolled in the theological as well as the literary courses from the opening of the institution. Colby men and women have always been proud that the college charter set no sectarian barriers to admission or instruction.

Another factor played an important part in the denomination's hold on Baptist schools. Throughout the first hundred years of Colby history, many Maine Baptists were lukewarm toward the College at Waterville. As was true of every other Baptist college, it could not depend upon unified support from the denomination. At first many Baptists were opposed to an educated clergy; it made the ministers worldly. Look at what had happened to the ministers from Harvard! Worse still, look at what had happened to Harvard, controlled not by the righteous orthodox of colonial Boston, but by the pagan Unitarians.

As time went on the Calvinist wing of the Baptist denomination regarded the colleges as more and more suspect. They were not teaching the ancient division of the saved and the damned; they were employing teachers not of evangelical faith; they did not preach Baptist doctrine from the chapel pulpit; they allowed students to indulge in sports and games.

So we find that, long before the days when anxious Baptists were asking whether the proposed new president, Arthur Roberts, would stand firmly against card-playing and dancing, Colby presidents were complaining bitterly about lack of denominational support for the struggling institution. At the time of the fiftieth anniversary in 1870, President Champlin stated that abandonment of the



theological school had been a mistake, because by that action many of the Baptist constituency were alienated. Even kindly President Pepper found it difficult to stir enthusiasm for the College at church gatherings; President Small found the Maine Baptists, especially in the rural areas, cold toward the College; and devout President White was disheartened because so many Maine Baptist families were not sending their sons to Colby. In 1892 Leslie Cornish received a letter from his fellow trustee, Josiah Drummond, in Portland: "In the Free Street Church there is an awful storm. Judge Bonney and Dr. Burrage are trying to quell the bitter attacks on the College. The bears were turned loose on Mrs. W—, who was ready to make us a substantial gift. Today Judge Bonney has put her in a more hopeful attitude, but it may not last. The enemies of the College are powerful in that church."

In 1917, Dr. Padelford reminded Baptists all over the country that they were sadly neglecting the schools and colleges which their forefathers had sacrificially founded. He reported that the great universities enrolled very few Baptists, in comparison to large numbers of other denominations. In the same year, Dr. E. C. Whittemore stated that Maine Baptists were providing far less than half the student body in any of their Maine institutions. "Even young men who have heard the call to the ministry," he said, "are not matriculating in our colleges." Again in 1919 Dr. Whittemore requested Baptist ministers throughout Maine to send him a list of young people who, with encouragement, might attend a Baptist academy or college in the State. He sadly commented, "Only a few ministers saw fit to reply at all." As the Baptist historian Walter Cook aptly expressed it, "With Baptist pastors and parents alike indifferent to their educational inheritance, it is little wonder that Maine schools are no longer theirs. Although these institutions are sometimes found listed in brochures on education as Baptist possessions, only the naive observer can find more than a tenuous, virtually invisible thread leading from them to our churches."<sup>1</sup>

The policy of loose denominational control combined with continued theological suspicion of its schools made it inevitable, as changes occurred in American education, that the stronger and more highly respected in academic circles a Baptist college became the farther it was removed from denominational ties. One by one they broke away—the University of Chicago, Colgate, and even the oldest of all, Brown. Today neither Colby nor Bates has official affiliation with the American Baptist Convention, and both colleges were long ago repudiated by the Maine Baptist Convention. Yet Colby still has a modest relationship with the Baptists. Neither the College nor the Convention has ever completely broken the tie. Colby did not participate in any way in the 1958-1960 National Baptist campaign to raise money for the church's related educational institutions, and for more than a quarter of a century the College has made no appeal to the Maine Baptist churches for financial support. But, proud of its Baptist heritage and knowing well that such a religious foundation is priceless, the Colby Trustees have persistently refused to sever completely the Baptist relationship, although both the College and the American Baptist Convention recognize clearly that the latter exercises no control whatever over the College. In 1960 the Colby catalogue still published the description: "Independent college of liberal arts for men and women; nonsectarian, founded under Baptist auspices."

Colby owes much to its Baptist relationship. A long line of Baptist teachers and administrators presented to generations of students strong religious principles, by no means narrowed to Baptist tenets. Colby was regarded as a Christian college, not because of what it taught, but because of what its students caught from

the significantly spiritual lives of men like Johnny Foster, Samuel K. Smith, and Charles Hamlin; and in a later, more sophisticated day from men like Charles Chipman, Clarence Johnson, and Herbert Newman.

Not so well-known is Colby's material debt to the Baptists. During its first forty years, apart from a few men like Timothy Boutelle and William King, almost every substantial contributor to college funds was a Baptist. After the formation of the Education Society of the Northern Baptist Convention, and especially after a Colby alumnus, Frank Padelford, became its executive secretary, the national body of northern Baptists contributed frequently, sometimes in very large amounts, to the college treasury. Nor were the Colby Trustees reluctant to ask the Convention for funds. When the great financial campaign called the New World Movement was launched by the Northern Baptists in 1920, the Colby Board asked for \$900,000. Since the great campaign proved surprisingly successful, Colby received a substantial amount of money. Again, when the campaign for Mayflower Hill had only begun, Dr. Padelford announced in 1932 that, in the recent past and since the completion of payment of its New World Movement pledge, the Northern Baptist Convention had paid into the Colby treasury more than \$148,000; that the current year was seeing a final payment of \$15,000 toward the Alumnae Building; and that the Convention had just made a new pledge of \$100,000 to the Development Fund. Nor did Baptist contributions cease when the College moved to Mayflower Hill. Baptist funds made possible the employment of a chaplain for Lorimer Chapel, and the money was paid although the chaplain chosen was not a Baptist.

One of the worst dilemmas ever confronted by a Baptist president of Colby faced President White in 1902. He wanted Colby to be considered a Baptist college, but he also wanted it to qualify for financial assistance from the General Education Board. His statement to the board was truthful, but at the time did not convince those hard-headed business men in New York. White could clearly show that no Baptist organization exercised any control over the College. He called attention to the charter of 1820, by which the Board of Trustees was prohibited from being denominational. He pointed out that the trustee chairman since 1890 had been a Unitarian, as was also the secretary of the Board; and that the Treasurer was an Episcopalian. "The College has received great help from the Baptists of Maine," he wrote, "but they do not select the Trustees nor assume to influence the Institution." But White could not deny, nor did he have any wish to deny, that Colby was considered a denominational, and not a truly independent college. White tried to persuade the General Education Board of the facts, but they were more interested in the name. Furthermore no one could get around the fact that the provisions of the Gardner Colby gift declared that a majority of the faculty should be Baptists. Yet the Colby family still held membership on the Board of Trustees that had long since abandoned any denominational test for faculty membership. So President White's attempt to show that at least this one Baptist college was not a Baptist college fell on deaf ears.

The assumption that non-Baptist predominance on the Colby faculty is of recent occurrence is far from the truth. To be sure, when Gardner Colby became a trustee in 1865, all five members of the faculty, including President Champlin, were Baptists. When Mr. Colby died in 1879, all seven teachers belonged to the Baptist church. Even as late as 1889, when Mr. Colby's son was serving on the Board in place of his father, ten of the twelve faculty members were Baptists. By 1896, at the death of the third representative of the Colby family on the Board, non-Baptists had increased to seven of a total of seventeen.



In 1906, when an ardent Baptist clergyman was head of the College, the eighteen faculty members included eight Baptists, four Congregationalists, three Methodists, one Presbyterian, one Lutheran, and one Unitarian.

In 1909, the year when this historian entered the College as a freshman, the faculty numbered twenty-two, with eight Congregationalists, seven Baptists, three Methodists, two Unitarians, one Lutheran, and one Disciple of Christ. By 1913, when this historian graduated, the Baptists had shrunk to six, while the Congregationalists had increased to eleven, and for the first time the faculty included a Roman Catholic. At the end of President Roberts' administration in 1927, Congregationalists still predominated, while the Roman Catholic had been joined by a Greek Orthodox and a Christian Scientist.

Anyone who supposes that Baptist influence suddenly ceased with the Colby administration that began instruction on Mayflower Hill is grossly misinformed. Not since the turn of the century had anyone paid the slightest attention to the supposedly sacred provision that a majority of the faculty should be Baptists, and during the first eighteen years of that century, as during the thirty-five years that preceded 1900, there sat on the Board of Trustees that elected faculty members a representative of the family that had originally made the provision.

It has already been intimated that Colby College has enjoyed more friendly relations with the national body now known as the American Baptist Convention than it has kept with the Baptists of Maine. The explanation is that the United Baptist Convention of Maine has long been more conservative than has the national convention. Theological fundamentalism exercised a strong hold on Maine Baptists; so strong, in fact, that a number of the Maine churches withdrew altogether from the American Baptist Convention, and within the United Baptist Convention of Maine the liberal wing of the denomination came to have little voice. Colby College was avowedly liberal. Among its numerous Baptist communicants on the faculty in 1923, when this historian became a member of the staff, not one could be designated a fundamentalist. One of those most loyal Baptists was an evolutionist; another supplied the Universalist pulpit; a third led the movement that admitted unimmersed persons into transfer membership in the Waterville Baptist Church. Long before the break finally came, Colby College was much too liberal to satisfy the predominant view of Baptists in Maine.

When formal separation came, it was the Maine Convention, not the College, that took action. On February 23, 1933, the Commission on Education of the United Baptist Convention of Maine cut the already tenuous apron strings. For some time complaints about "modernism" at Colby and Bates had been increasing. Both colleges were accused of teaching Bible courses based on the "higher criticism." In Baptist pulpits from Kittery to Caribou the modernism and secularism of the colleges were being denounced. One Baptist pastor in a rural community told a mother he would rather see her son dead than enrolled at either Colby or Bates. Baptist clergymen and leading laymen felt they were fully justified in voting "no confidence" in such hotbeds of liberalism. Ten years earlier, when two Colby faculty members, both Baptists, had been giving instruction in a local Institute of Religion, one Baptist pastor had refused to conduct a devotional service at that institute saying, "I'm not going down there and pray for those two infidels." Accepting the recommendation of its commission, the United Baptist Convention of Maine severed relations with both Colby and Bates. Since 1923, Colby in its home state has not been considered in any respect a Baptist college. Walter Cook summed it up thus: "In 1935 the Commission on Education was erased from the constitution of the United Baptist Convention of



Maine. The gravity of this act was reflected in many laments of people who remembered days when the colleges were in closest association with the Convention. But such happy affiliation belonged to an era long passed."<sup>2</sup>

Not the least of Colby's Baptist connections was its long association with the First Baptist Church of Waterville. In the home which President Chaplin had established in the Wood house, on the present site of the Elmwood Hotel, on August 27, 1818, the local church had been organized. The first President of the College became the first pastor of that church. For nearly a hundred years every important public function of the College, including the commencement exercises, was held in the Baptist meetinghouse erected in 1826. The first Colby graduation to be held elsewhere was transferred to the City Opera House in 1920, and then only because the Centennial drew a crowd that could not be accommodated at the church. As enrollment continued to increase during the 1920's, it became necessary to hold both the baccalaureate sermon and the graduation exercises at the Opera House, but other functions, especially public lectures, were usually held in the church until the opening of the Alumnae Building in 1929.

For 75 years every person who held a professorship on the Colby faculty was a member of Waterville's First Baptist Church. Most of them joined that church by letter from some other Baptist congregation, but a few had been born in Waterville and the church on Elm Street had always been their religious home. Not until 1894 was a non-Baptist named to a Colby professorship. After Chaplin's time two pastors of the church became Colby presidents: David N. Sheldon in 1843 and George D. B. Pepper in 1882. The famous author of "America," Samuel Francis Smith, was at the same time pastor of the church and Professor of Modern Languages at the College. Among the pastors who were influential Colby Trustees were Milton Wood, Henry S. Burrage, and Edwin C. Whittemore. It was a Colby student, George Dana Boardman, who became the first missionary of both the College and the Waterville Church. It was another student, Jonathan Forbush, who in 1834 had started the mission to the French Canadian immigrants that later became the Second Baptist Church of Waterville.

It is mistakenly assumed that, in its early years, the College graduated only men destined for Baptist pulpits. In the first fourteen classes, from 1822 to 1835, one hundred and thirteen men received diplomas, and it is true that the large number of forty-six entered the ministry, but that was less than half of the total number. Surprisingly, in those first fourteen classes, the ministers barely outnumbered the lawyers, for thirty-eight of those 113 men were admitted to the bar. Only seventeen adopted teaching as a career, but ten of those taught at college level, some of them at famous American universities. Nine became physicians. In fact, all except ten of the entire 113 men entered one or another of the learned professions. Of those ten, two were publishers, one a commission merchant, one a banker, one a career naval officer, two farmers, and two plantation owners in the deep South.

Benjamin F. Butler's class of 1838 was one of the largest Colby classes before the Civil War, graduating fifteen men and numbering twenty-four non-graduates. In that class the lawyers equalled the pastors, five each; three others were teachers, one became a publisher and the remaining man was a ship's purser.

During the first twenty years of Colby history not all of the graduates who chose the ministry as a profession were Baptists. Colby's most honored graduate, Elijah Parish Lovejoy, 1826, was a Presbyterian; two men entered Congregationalist pulpits, and two became Episcopal rectors. Long before its twenty-fifth anniver-



sary, in 1845, Waterville College had proved that, while close to its Baptist inheritance, it was by no means a training ground solely for Baptist ministers.

One of Colby's great classes was the Civil War class of 1862. It included the illustrious librarian, Edward W. Hall; the generous benefactor, Colonel Richard C. Shannon; the renowned missionary to Burma, Alonzo Bunker; Ozias Whitman of the U. S. Weather Bureau; and Zemno Smith, editor of the St. Louis *Globe-Democrat*. That is surely variety as well as distinction for one Colby class a century ago. In fact, among the 26 men in that class only six became ministers, and two of them were not Baptists.

Although clergymen did not predominate among even the early graduates, the College has had reason to be proud of her many distinguished sons who chose to enter the ministry. Nor did their numbers cease with the early years. Almost every class from 1822 to 1960 has seen at least one man enter the most sacred of professions. They have included such prominent divines as Everett Carlton Herrick, 1898, President of the Andover-Newton Theological School; Frank W. Padelford, 1894, Executive Secretary of the Board of Education of the Northern Baptist Convention; Edwin C. Whittemore, 1879, Secretary of the Maine Baptist Convention and Colby's first historian; Woodman Bradbury, 1887, William Donovan, 1892, and John W. Brush, 1920, all professors at Andover-Newton; Isaac Higginbotham, 1911, Secretary of the Massachusetts Baptist Convention; and Shailer Mathews, 1884, Dean of the Divinity School of the University of Chicago.

It was in the field of missionary enterprise, however, that Colby made its most celebrated contribution to the Christian faith. George Dana Boardman, valedictorian of the first graduating class in 1822, was only the first of a long line of Colby missionaries. Interest in Baptist missions had been stirred during the early years of the century, and Adoniram Judson had gathered in Burma a staunch band of New England men and women. When one of them, James Colman, died of tropical fever in 1823, George Dana Boardman, then a tutor at Waterville College, said, "I will go in Colman's place." Ordained in his father's church at North Yarmouth, with President Chaplin preaching the sermon, Boardman married a Salem girl and departed for Burma. There for six years he worked among the Karens, a wild tribe in the Burmese hills. Afflicted with tuberculosis, he died in 1831, only thirty years old. His widow later became the second wife of Adoniram Judson.

In 1928 there was celebrated in Tavoy, Burma, the one hundredth anniversary of the baptism of the first Karen Christian convert by George Dana Boardman. In the hundred years Karen communicants had increased to more than seventy thousand. A monument of polished red granite was dedicated to Boardman's memory. On one side was the inscription, "Sacred to the memory of George Dana Boardman, American missionary to Burma, born February 8, 1801, died February 11, 1831. His epitaph is written in the adjoining forests." On the monument's opposite side is inscribed, "Ask in the Christian villages of yonder mountains who taught you to abandon the worship of demons? Who raised you from vice to morality? Who brought your Bibles, your Sabbaths, and your words of prayer? Let the reply be his eulogy."

Before Boardman had graduated from Waterville College he had led in the founding of a student missionary society. One of his fellow members was Calvin Holton, 1824, who became Colby's first missionary to Africa. Like Boardman, he succumbed early to the rigors of tropical climate, dying in Monrovia at the age of 29.

The Burmese mission attracted many Colby graduates. Classes represented extended from 1822 to 1926. Best known of those missionaries was John Cummings, 1884, who spent many years in Rangoon and was several times honored by the British government. Vernelle Dyer, 1915, and his wife, Odette Pollard Dyer, 1916, gave faithful and fruitful service in Burma, as did also Gordon and Helen Baldwin Gates, both of the Class of 1919. Teaching biology at the University of Rangoon, Gordon Gates became a world authority on earthworms. Altogether eighteen Colby men and women were missionaries to Burma.

The second largest group of Colby missionaries, numbering fifteen, went to China. There, in fact, went the larger number of Colby men and women who entered the mission field in this century. Ten of the fifteen who went to China graduated later than 1905, and eight of them in the six classes from 1913 to 1918. Only in China did two generations of the same Colby family serve in the missionary enterprise. John M. Foster, 1877, went to Swatow ten years after his graduation. His son, John H. Foster, 1913, with his wife, Helen Thomas Foster, 1914, took up work as a medical missionary at Nanking in 1919; and his brother, Frank C. Foster, 1916, went to Swatow immediately after his Colby graduation.

Japan attracted Colby missionaries in 1889, when John L. Dearing, 1884, went to that land. For fifteen years he served as President of the Baptist Theological Seminary at Yokohama. Dearing was followed by the only native Christian who, after attendance at Colby, returned as a missionary to the land of his birth. Yagoro Chiba, born in Japan in 1871, entered Colby in 1893, when Beniah Whitman was President. Whitman, who had planned to go to Japan as a missionary, had to abandon that plan because of his wife's health. He decided to give some Japanese Christian an education in America. John Dearing recommended young Chiba, who took up his American studies at Waterville.

Yagoro Chiba had a distinguished career after receiving his degree in divinity from Rochester Theological Seminary in 1898. Starting with a Baptist pastorate in Tokyo, he rose rapidly to prominence as head of various seminaries, including the presidency of the famous Kanto Gakuin and chairmanship of the National Christian Council of Japan. In 1910 he received the honorary degree of Doctor of Laws from the University of Mississippi.

In 1933, Dr. Chiba, in answer to an inquiry from his fellow Colby missionary, Marlin Farnum, wrote about his years in Waterville.

It was forty years ago that I went to Colby. As I had finished my collegiate course at Aoyama Gakuin, I was able to take Colby studies with the juniors and seniors. With them I studied ethics, psychology, English Literature, Hebrew, history and political economy. I had the privilege of living in the home of Dr. Pepper, former president of Colby and at that time Professor of Hebrew and Christian Evidence. Two of my most delightful years in America were spent in Waterville. The people were very kind to me. I was the first Japanese many of them had ever seen, yet soon I did not feel that I was in a foreign country.<sup>3</sup>

Marlin Farnum and his wife, Melva Mann Farnum, both of the Class of 1923, were worthy followers of John Dearing and Yagoro Chiba in Japan. Their work was carried on during the years of international tension that preceded World War II, when they labored valiantly to promote Christianity in the Land of the Rising Sun.

Other Colby missionaries went to India and Siam, to Syria and Greece, and to the West Indies. Nor were the older Christian countries of Europe neglected.



A member of the Class of 1829 went to France, while half a century later a graduate of 1882 went to a Protestant mission in Spain. In the 105 years from Boardman in 1822 to Virginia Baldwin Kinney and Doris Gates in 1926, a total of 57 Colby men and women entered the field of foreign missions. To these were added sixteen who worked in the home mission areas. Of the latter the most distinguished was Charles F. Meserve, 1877, who, after long service as head of an Indian school in Kansas, ended his career as President of Shaw University, a Negro college at Raleigh, N. C. Noteworthy is the fact that two of Colby's home missionaries were not Baptists. Hannah Powell, 1896, a Universalist, is fondly remembered in the Carolina mountains, and Delber Clark, 1911, an Episcopalian, became a tireless worker among the impoverished derelicts of a great American city. The entire list of Colby's 73 foreign and home missionaries will be found in Appendix S.

It was the Philippines that saw the two Colby missionaries who, next to Boardman, will probably be longest remembered, for like the Christian martyrs of old they were executed for their faith. Francis Rose had graduated from Colby in 1909, and his wife, Gertrude Coombs, in 1911. In 1912 they went as missionaries to the Philippines, assigned to the Jaro Industrial School at Iloilo. In subsequent years their efforts were largely responsible for the school becoming first a junior college, then a four-year institution awarding degrees, when its name was changed to Central Philippine College. Francis taught religion, zoology, ethics, and English, while Gertrude taught French, German, mathematics, and served as treasurer of the mission. Francis was a skilled carpenter, a musician and composer, and a competent accountant. In 1936, on furlough in the States, they attended the 25th reunion of Gertrude's Colby class. Francis delivered the Boardman sermon and received from his alma mater the D.D. degree.

When the Japanese overran the Philippines early in World War II, some of the missionaries surrendered and were interned, but the Roses chose to flee to the hills with the native Christians. There they lived from April, 1942, to December, 1943. They prepared a mountain retreat, called Hopevale, reached only by a winding, narrow trail. There they built a little chapel called the "Cathedral in the Glen".

A week before Christmas in 1943 the little band was betrayed by some Filipino renegade, and Japanese soldiers swooped down upon them. All attempted to flee, but when the women and children were captured, the men all surrendered. The captors told Francis and Gertrude Rose that, since they had helped the Filipinos escape and had not surrendered when the Japanese first took over, they as well as the captured Filipino leaders had forfeited their lives. So there, in the Philippine mountains, still true to their Christian faith, Francis and Gertrude Coombs Rose fell under the executioner's sword. Among the finest of their memorials, of which Baptists have erected several in this country, is the Rose Memorial Chapel, a wing of the Lorimer building at Colby. In that tastefully designed room for small services and intimate communion has been placed the Colby Missionary Tablet, listing the names of Colby's many missionaries throughout the years.

There was no time during the nineteenth century when religious organizations were not active among Colby students. There were societies for prospective ministers, for missionaries, and for laymen. Groups were repeatedly formed to send delegations into the rural areas of Central Maine, and the old campus saw many a religious revival under some visiting evangelist or by concerted action of the evangelical clergy of Waterville.

For nearly twenty years before the turn of the century the student religious interests had come to be centered in the YMCA and YWCA. In 1877, when associations had been established in about twenty-five colleges, there was formed the International YMCA. By 1900 it included 450 local associations, one of which had been established at Colby in 1882. It was soon followed by a local association of the Intercollegiate YWCA. Each association conducted a weekly meeting and pursued a regular course of Bible study. To show that the two associations did not completely ignore each other, the 1900 *Handbook* said, "Occasionally during the year the YMCA meets with the YWCA in a union meeting."

The Colby Y's became diligent in their attendance at religious conferences. Colby men led in the formation of the Maine Intercollegiate YMCA Conference, the presidents of the Colby association were prominent in the conference of New England "Y" presidents, and the national conference at Northfield annually attracted many Colby attendants.

Activities of the religious organizations at Colby in the early years of this century were described in reminiscence by Leon Staples, 1903.

We were a heterogeneous group, rather puritanical in our conception of religion, and I for one was a militant crusader. We never had the cooperation of fifty percent of the men students, and at times we encountered active opposition. We were quite confident of our own righteousness and actually sought a few crosses to carry. We were earnest and sincere, but intolerant and inconsiderate. Some of us discovered that long ago it had been the practice in the 'Bricks' to close the day with prayer and reading of scripture. My roommate and I revived the practice. It worked, and soon many of the fellows who did not belong to the 'Y' were meeting with us. In our junior year this resulted in such a revival of religion that about twenty students joined local churches. The experience led my roommate into the ministry. As for me, after my Colby experience I could not live for myself alone. To be sure, my faith has been broadened, and I hope I am now more tolerant of other men; but my conception of eternal values was permanently shaped during those college years.<sup>4</sup>

Early in the century Colby students were stirred by the Student Volunteer Movement. All the Maine colleges sent delegations to the huge SVM conference at Toronto in 1902, but Colby topped the list with twenty-two delegates. The entire Maine group traveled together in a day coach, sitting up all night in order to live within a very limited budget.

After World War I President Roberts became concerned because religious life on the campus was not showing its former vigor. He recommended that there be added to the staff a full-time director of religious activities, with faculty rank, to teach courses in religion as well as direct the student organizations. The Trustees approved the new appointment, and as the first incumbent Roberts chose Herbert L. Newman of the Class of 1918. Thus began a career of sacrificial service for the beloved "Pop" Newman that ended only with his death in 1950. After serving as an officer of Field Artillery in the war, Newman had been pastor of the Baptist Church at Hebron, then briefly of a church in Worcester, before coming to Colby as Director of Religion in 1922. Newman was more than a conscientious student pastor; he continued to be a devoted Christian scholar. Receiving his B.D. degree from Andover-Newton in 1922, he earned the M.S.T.



degree in 1927, and in 1939 was awarded his Ph.D. at Boston University. When Newman died in 1950, President Bixler said of him:

His death means for Colby College an irreparable loss. Dr. Newman was a thorough Christian. He always turned the other cheek; he always walked the second mile. In his great patience and generosity he was tolerant almost to a fault and never allowed his own ideas to make him blind to what was true in the convictions of others. At the same time, where principle was concerned, he was adamant. He knew what he believed and why. His religious faith was backed up with sound philosophical insight. As a teacher and religious leader he had the respect and affection of many generations of Colby students, and as a friend he had a unique place in hundreds of hearts.<sup>5</sup>

In his patient, unobtrusive way, Herbert Newman strengthened the Christian associations, widened their area of service, and eventually consolidated them into a single organization. During the 1930's religious groups in New England colleges cooperated in what was called the Student Christian Movement. Herbert Newman wholeheartedly endorsed this plan to unite and consolidate various and sometimes conflicting organizations. By 1937 he had established a unit of SCM at Colby, in which were five cooperating groups: YMCA, YWCA, Forum, Boardman Society, and Freshman Cabinet. Forum was a Sunday evening meeting sponsored by SCM, featuring speakers on subjects of interest to the whole college community—such subjects as marriage, Marxist philosophy and Christianity, the church and world peace, Christianity and democracy, the Christian attitude toward war.

SCM started the first of what are now called the annual religious embassies. It was originally styled the Fraternity Religious Embassy. In the spring of 1938 it brought to the campus nine religious leaders to live as guests for several days in Colby's nine fraternity houses. Other activities of SCM was the compilation of an annual directory of student religious preference, a Christmas party for underprivileged children, an Easter sunrise service at the Central Maine Sanatorium, and the singing of Christmas carols to shut-ins. In 1937-38 SCM sent speaking and musical delegations to twenty-five Maine churches, gave a religious drama "The Color Line," and for the Christmas vesper service produced a fourteenth century mystery play of the nativity. Other projects included folk dancing, summer programs, Lenten calendar, mid-year teas, and Forum suppers. Though having "Christian" as the middle word in its title, it was SCM that made the first concerted action at Colby to harmonize relations of Protestants, Catholics, and Jews in the student body.

In an article in the *Alumnus* entitled "The Mysterious SCM" Newman predicted in 1938 a merger just around the corner.

Increasingly at Colby men and women have been doing common tasks together. This spring discussion of a merger of all our religious groups into one has been a live topic. Do not be surprised if this union takes place within a year. As the result of a vote this spring, the twelve committees of YMCA and YWCA will next year be joint, with men and women on each. We seek also closer fellowship between the various religious groups, which now include Mohammedan as well as Jewish, Eastern Orthodox, Roman Catholic and Protestant. In such fellowship the Colby spirit is strengthened, as is also the cause of universal brotherhood.<sup>6</sup>

When the merger took place in the fall of 1939 the officers of the new joint Student Christian Association were President Harley Bubar, Vice-President Nannabelle Gray, Secretary Geraldine Stefko, and Treasurer Gordon Jones, all of the Class of 1940. Herbert Newman's patient, persistent efforts had resulted in the religious organizations at Colby taking the lead in making the College truly coeducational.

Alumni returning to Colby in the 1930's after years of absence, were surprised and sometimes shocked at the changes they observed in student manifestations of interest in or apathy toward religion. President Johnson tried to convince skeptics that all such changes were not for the worse when he reported to the Trustees in 1932.

It is doubtful if the members of your Board are aware of the changes that have taken place in the religious life of the College. The required chapel service with which we of the older generation were familiar has been given up in many colleges and is relatively ineffective where it remains. To President Roberts the daily chapel gave opportunity for exercising a powerful influence upon the lives of individuals in the entire college community. Toward the end of his life, however, and to his keen regret, the attendance steadily diminished. When I came to the presidency, I found that three weekly chapel services each for men and for women, held separately, had lost most of their religious significance and were very slimly attended. Consideration by the President and the Student Council resulted in the requirement of attendance at assemblies, not religious exercises, on alternate days for men and women, with the programs prepared by a joint committee of students and faculty. At these assemblies worship has had a diminishing part and has almost disappeared. We have therefore instituted a voluntary service of worship on each Wednesday morning, with a robed choir of forty voices. Attendance at this service has been well sustained. A group of four invited visitors, including the Chaplain at Yale, recently spent three days holding conferences with our students. One of the visitors said that he found more evidence of interest in vital religion at Colby than at any other New England college. I am convinced that there is more genuine religion among our students than was present in my own college days, though the forms of its expression are certainly different.

President Johnson later made it clear that the varied nature of Colby students and the widening area from which they came could not but make more complex the demands upon religious organization at the College. In one of his last reports to the Trustees (November, 1941) Johnson pointed out that, among the freshmen men, Baptists ranked third, being exceeded by Congregationalists and Roman Catholics, and only slightly outnumbered the Episcopalians. He noted that one out of every four freshmen men had parents one or both of whom were born in foreign countries, and that among those parents were graduates of the ancient universities at Bologna, Heidelberg, Cologne, London, and Kiev. "It is plain," said Johnson, "that Colby, once a college attended by native sons and daughters of Maine, predominantly from Baptist families, has become cosmopolitan geographically, racially, and religiously."

When the end of World War II finally enabled the release of building materials and completion of the Lorimer Chapel, President Bixler was determined that the opportunity to vitalize religious life on the new campus should not be



lost. Under the sponsorship of the Northern Baptist Convention, he set up a visiting Commission on Education and Religion, to study the situation and recommend steps to be taken to integrate effectively the intellectual and spiritual aspects of college experience. The commission had distinguished personnel: Howard Jefferson, then Professor of Philosophy at Colgate and later President of Clark University; Rev. Newton Fetter and Donald Faulkner of the Baptist Board of Education; Adelaide Case of the Episcopal Theological School, Cambridge; Sidney Lovett, Chaplain of Yale University; Elizabeth Johns and Wilmer Kitchen of the Student Christian Movement of New England; and Professor Newman.

The Commission's most significant recommendation was for the employment of a college chaplain, to make the Lorimer Chapel a true center of religious activities on the Colby campus. Herbert Newman already had more than he could do, and he was not a well man. Directing the Christian Association, meeting constantly with groups, giving untold hours to advising individual students, and teaching his heavily enrolled classes, made it out of the question that Newman should take on the added duties of the chapel. The first incumbent of the new post of College Chaplain was therefore Rev. Walter Wagoner, with a B.A. from Yale in 1941 and B.D. in 1945. He had served as Chaplain in the U. S. Marine Corps during the war, with duty in Japan, had been Associate Chaplain of the Church of Christ in Yale University, and just before coming to Colby had served as minister to Congregationalist students at Yale. His wife was a niece of Rev. Arthur Phelps, formerly pastor of the Waterville Baptist Church. Wagoner began his duties at Colby in 1947.

Weekday chapel service on Mayflower Hill presented a problem. A tight schedule, necessitated by holding of classes on two campuses, and with parts of the student body housed two miles from the Lorimer Chapel, left no time that could be set aside exclusively for a daily chapel. It was therefore decided to conduct voluntary services four days a week in competition with the class schedule, in the somewhat forlorn hope that most students who wished to attend could be free for at least one of those chapel hours. To the end of his administration President Bixler regretted that arrangement and insisted that weekly chapel would never be meaningful at Colby until some hour could be set aside exclusively for it. In 1960 a voluntary weekly service was still being attempted but attendance was very small.

The Sunday service in Lorimer Chapel had quite the opposite experience. It was successful from the start. When Wagoner left in 1950, he was replaced by Central Maine's outstanding preacher, Rev. Clifford Osborne of the Waterville Methodist Church. Student attendance at the Sunday service was augmented by many faculty families and by persons from the town. In addition to one of Dr. Osborne's eloquent sermons, the congregation could be sure of excellent music from a well trained choir, and of a worshipful atmosphere instilled by the tones of the great Mellon organ.

Clifford Osborne, a graduate of the University of London, had held several pastorates in New York and Maine when he came to Waterville as the Methodist minister in 1941. He had therefore been in Waterville nine years and had an enthusiastic following of Colby students and faculty when he was chosen for the college chaplaincy in 1950. He was an outstanding teacher as well as preacher, and his classes in religion enjoyed large enrollment. Appointed originally as Chaplain and Associate Professor of Philosophy and Religion, Osborne was promoted to a full professorship in 1958.

In 1947 there was formed the Inter-Faith Association to coordinate the activities of the religious groups outside Protestant circles. It took charge of Campus Chest, the annual campaign for charity funds, and it conducted the annual Religious Emphasis Week, outgrowth of Newman's original Fraternity Embassy, and an occasion to be known by 1958 as Religious Convocation. Normal Protestant interests were still handled by the Student Christian Association, but as the years went by, loss of vitality in the Student Christian Movement in New England caused the SCA at Colby to become less influential and its constituents more divided denominationally. While SCA still existed in 1960, the *Colby Gray Book* listed it as only one of seven organizations cooperating on an equal basis with the Roger Williams Fellowship (Baptist), the Canterbury Club (Episcopal), the Channing-Murray Society (Universalist-Unitarian), the Christian Science Organization, the Newman Club (Catholic), and the Hillel Society (Jewish).

Although religious life on the campus had undergone further alteration since the day when President Johnson had noted the startling changes obvious in 1932, Colby had by no means become a pagan or even a completely secular college. Besides the students who loyally attended the Lorimer Sunday service, large numbers were regular attendants at Waterville churches. Some of the groups were especially active under the leadership of local clergy. Visiting speakers found students eager to discuss religious problems, and in the 1950's there were still members of the graduating class who embarked upon careers in religious work. The stern Calvinism of Jeremiah Chaplin no longer dominated classroom and dormitory. No group of students any longer agonized over the salvation of their sinful classmates. No one was aware of any superior piety in the members of the "Y". The student religious leaders danced and played cards like almost everyone else. But despite those changes, despite what old folks deplore as the increased worldliness in our colleges, the young men and women who attended Colby in the middle of the twentieth century were well aware that man does not live by bread alone. Deep in their hearts they could still say with the founders of Waterville College, "In the beginning God."





## Notes

### Chapter I. The Beginning

1. Donald G. Tewksbury, *The Founding of American Colleges and Universities before the Civil War*, p. 55
2. Fourteenth Report of the Society for Promotion of Collegiate and Theological Education, p. 43
3. Tewksbury, op. cit., p. 57
4. See A. H. Newman, *A History of Baptist Churches in the United States*, pp. 336-380
5. Henry S. Burrage, *History of the Baptists in Maine*, p. 28
6. Ibid., p. 167
7. *The Falmouth Gazette* was published in what is now Portland, which in 1794 was still called by its original corporate name, Falmouth.
8. Burrage, op. cit., p. 168
9. Ibid., p. 174
10. James T. Champlin, *Historical Discourse*, p. 2
11. Charles P. Chipman, *The Formative Period in Colby's History*, p. 6
12. Ibid., p. 8
13. Colby Archives. Letters to William King
14. Ibid.
15. Massachusetts Archives: H. R. 7196
16. Massachusetts Senate Journal, 1812, p. 238
17. Chipman, op. cit., p. 15
18. Ibid., p. 16
19. Massachusetts Senate Journal, Feb. 19, 1813
20. Edward W. Hall, *Higher Education in Maine*, p. 99

### Chapter II. Choosing a Site

1. Colby Archives. Original Records of the Trustees, Vol. 1. This and all following quotations attributed to votes of the Trustees are from one or another of the several volumes of records kept by successive secretaries of the Board, unless an individual reference is otherwise identified.
2. Although this vote was never specifically repealed, it was abrogated by later actions and precedents. In fact, within six months of its enactment, the Trustees themselves either violated or waived it when they elected the non-Baptist, William King, to the Board.
3. King Collection, Maine Historical Society
4. Nehemiah Cleaveland, *History of Bowdoin College*, p. 10
5. King Collection, Maine Historical Society
6. Ibid.
7. Cleaveland, op. cit., p. 10
8. Louis C. Hatch, *The History of Bowdoin College*, p. 42
9. King Collection, Maine Historical Society
10. Ibid.
11. Ibid.

### Chapter III. Pangs of Birth

1. The term "officers" was frequently used to mean president and professors.
2. Tuition at Bowdoin in 1818 was \$6.67 per term (three terms a year). The Waterville trustees later decided to charge only four dollars per term.
3. The college records give no indication why this chair was at different times designated *Divinity*, *Theology*, and *Sacred Theology*.
4. The original deed of this lot, signed by Robert Hallowell Gardiner and his wife, was found in 1958 by this historian, and is now in the Colby Archives.
5. E. C. Whittemore, *History of Colby College*, p. 16
6. Ibid., p. 24
7. James T. Champlin, *Historical Discourse*, p. 17
8. Henry S. Burrage, *History of the Baptists in Maine*, p. 174
9. King Collection, Maine Historical Society



10. Ibid.
11. Edward W. Hall, *History of Higher Education in Maine*, p. 102
12. Ibid., p. 100

#### Chapter IV. Jeremiah the Prophet

1. Mittie M. Chaplin, *Elder Asa Chaplin*, p. 46
2. Ibid., p. 47
3. Ibid., p. 47
4. For this and other information about Chaplin we are indebted to the editor of Sprague's *Annals of the American Pulpit*. In Volume VI, page 462, is published a letter written in 1853, at the editor's request, by Chaplin's son-in-law and colleague on the faculty of Waterville College, Thomas J. Conant. Also included is a letter written in 1850 by James Brooks of Washington, D. C., who was a student at the college when Chaplin was President.
5. Mittie M. Chaplin, op. cit., p. 62
6. The longboat is not to be confused with the bateau, a much smaller boat, pointed at both ends. It was bateaux, not longboats, that Col. Colburn built at Pittston for Arnold's Expedition in 1775.
7. In 1754 Governor Shirley had ordered a road opened from Fort Western in Augusta to Fort Halifax in Winslow, but that road was little more than a blazed trail and could not accommodate wheeled vehicles. In 1763 it was improved to permit passage of carriages. By 1780 it had become possible for carriages to go also over a road up the west side of the river through Sidney. By 1818, when Chaplin came to Waterville, carriage travel was common over both routes; but many travelers, like the Chaplins, found it more comfortable to journey by longboat than to endure the jolting over the primitive road.
8. Danvers Historical Collections, Vol. 13, p. 51
9. Jeremiah Chaplin, *A Sermon preached at North Yarmouth, February 16, 1825, at the Ordination of Rev. George Dana Boardman as a Missionary to the Heathen*, p. 10
10. R. E. Pattison, *Eulogy on Rev. Jeremiah Chaplin*, p. 18
11. Ibid., p. 20

#### Chapter V. A Modest Start

1. The petition for four townships of land and \$3000 a year was rejected by the Massachusetts Legislature largely because of objections raised by General Richardson.
2. The three institutions (the only ones established in Massachusetts preceding the charter to M L & T I), were Harvard, Williams and Bowdoin.
3. These three local trustees had become key men in the development of the Institution. It is noteworthy that all three were laymen, and only one (Redington) was a Baptist.
4. This entire letter is in the King Collection, Maine Historical Society.
5. Ibid.
6. Ibid.
7. Stackpole Papers, Waterville Historical Society
8. The only known copy of this document is in the Colby Archives.
9. This circular is in the Colby Archives.
10. This letter is in the Colby Archives.

#### Chapter VI. Waterville College

1. William D. Williamson, *The History of the State of Maine*, Vol. II, p. 672
2. Ibid., p. 675. Opposition collapsed when it was agreed, at the same time, to admit Missouri as a slave state.
3. Louis C. Hatch, *History of Bowdoin College*, pp. 43-45
4. Ibid., p. 45
5. This and immediately preceding quotations are from Chipman, *The Formative Period in Colby's History*.
6. Henry S. Burrage, *History of the Baptists in Maine*, p. 174
7. Ibid., p. 175
8. James T. Champlin, *Historical Discourse*, p. 16
9. This letter is in the Colby Archives.
10. This letter is in the Colby Archives.
11. E. C. Whittemore, *History of Colby College*, p. 33

## Chapter VII. The First Decade

1. This chapel was soon turned into a classroom and the single college chapel continued to be located in North College until the erection of Recitation Hall.
2. Letter in the Colby Archives.
3. *The Maine Register*, 1822, p. 72
4. Letter in the Colby Archives.
5. The Latin Grammar School in Waterville, started by Chaplin to prepare students for the college course, for which the admission standards were immediately set higher than for the theological course, later became Waterville Academy and still later Coburn Classical Institute.
6. Elijah Foster, who was a tutor in the College for one year at the same time as Boardman's classmate, Ephraim Tripp, entered the ministry in 1825 at the age of 35.
7. Joel Hayford was pastor at Johnson, Vermont, when he died in 1831, only 32 years old. Calvin Holton was Colby's first missionary to Africa. Only a few months after his arrival in Liberia in 1826, he died of tropical fever at the age of 29.
8. All four received their degrees in 1825. John Hovey had a long career as a teacher in Michigan. Alonzo King, a Massachusetts pastor who died before he was forty, was author of *Memoir of George Dana Boardman*. Francis Macomber, another Massachusetts minister, also died young at the age of 29. Thomas Ward Merrill, teacher and home missionary, gained fame as the founder of Kalamazoo College. Longest lived of the four, he died in Michigan at the age of 76.
9. All three of these men graduated in the Class of 1827. Harvey Dodge had successful pastorates in New York and Ohio. Enoch Freeman, when a pastor in Lowell, published a volume of hymns. Timothy Ropes had a long life as pastor in Minnesota.
10. In spite of Professor Briggs' doubts, William Rowen completed the theological course with Silas Kenney in 1824. Ezra Going finished it in 1825.
11. Letter in the Colby Archives.
12. The Maine State Capital was then in Portland, not in Augusta.
13. Letter in the Colby Archives.
14. This letter, in the Colby Archives, does not give the name of the addressee.
15. Letter in the Colby Archives.
16. Letter in the Colby Archives.
17. Foster's entire letter, from which these extracts have been taken, is in the Colby Archives.
18. Letter in the Colby Archives.
19. E. C. Whittemore, *Centennial History of Waterville*, pp. 140-142.

## Chapter VIII. The End of a Reign

1. Henry S. Burrage, *History of the Baptists in Maine*, p. 207
2. E. W. Hall, *History of Higher Education in Maine*, p. 106.
3. This report is in the Colby Archives.
4. Until 1958 it was thought that no original records of the workshop remained. Then there suddenly turned up a badly disintegrated account book, with only a few of its pages still legible. It appears to be an account of each student's time and earnings in the shop at some period in the 1830's. It contains two references to Benjamin F. Butler.
5. James T. Champlin, *Historical Discourse*, p. 10
6. *Ibid.*, p. 11
7. E. C. Whittemore, *History of Colby College*, p. 49
8. *Ibid.*, p. 50
9. This complete text is taken from the records of the faculty.
10. The United Brethren was one of several societies founded during the early years of the College. The first was a religious organization in 1820, called the Philanthropic Society. Its name was later changed to United Brethren, and still later to the Boardman Missionary Society. The first organized group which was not definitely religious in character was the Literary Fraternity, founded in 1824.
11. E. C. Whittemore, *op. cit.*, p. 53

## Chapter IX. Dynamo from Salem

1. E. W. Hall, *History of Higher Education in Maine*, p. 110
2. From an article in the *Colby Alumnus*, reprinted from the *Colby Chronicle and Zeta Psi Annual*, June, 1869. *Colby Alumnus*, third quarter, 1923-24, p. 148



3. Graduates of the early 1900's know that the bell was then in a tower of South College, with the rope descending into a room in the A.T.O. House. They will naturally ask for an explanation of this passage. It lies in the fact that the weight of the tower of Recitation Hall endangered the walls, so that the bell was removed to South College.
4. E. W. Hall, *op. cit.*, p. 111
5. J. T. Champlin, *Historical Discourse*, p. 12
6. Report of the Committee on Literature and Literary Institutions, submitted to the Maine Legislature, February 23, 1832.
7. E. W. Hall, *op. cit.*, p. 111
8. E. C. Whittemore, *History of Colby College*, p. 59

#### Chapter X. A Professor to the Rescue

1. E. C. Whittemore, *History of Colby College*, p. 63
2. H. S. Burrage, *History of the Baptists in Maine*, p. 249
3. Whittemore, *op. cit.*, p. 62
4. Letter of G. W. Keely to Loring W. Bailey, July 15, 1861. Copy made for this historian by Dr. A. G. Bailey, Dean of Arts, University of New Brunswick, Frederickton, N. B.
5. By *philosophy*, Eaton means the science we today call *physics*.
6. A folder republished from *The Watchman*, July 4, 1878.

#### Chapter XI. Years of Struggle

1. E. C. Whittemore, *History of Colby College*, p. 65
2. E. W. Hall, *History of Higher Education in Maine*, p. 113
3. H. S. Burrage, *History of the Baptists in Maine*, p. 215
4. Minnie S. Philbrick, *Centennial History of the First Baptist Church of Waterville*, p. 141

#### Chapter XII. College Life in the Early Days

1. *Colby Alumnus*, 1930-31, p. 30
2. Timothy Paine, Class of 1847, became a Swedenborgian and professor of theology in that denomination's seminary in Boston.

#### Chapter XIII. The Martyr and the General

1. John Gill, *Tide Without Turning*, p. 30
2. King Papers, Maine Historical Society
3. The voluminous King correspondence at the Maine Historical Society consists entirely of letters written to King, none written by him.
4. From a letter by Jeremiah Chaplin, quoted in *Memoir of Elijah Parish Lovejoy*, p. 297
5. Gill, *op. cit.*, p. 18
6. *Ibid.*, p. 25
7. *Memoir*, p. 117
8. John Gill, *Elijah Lovejoy's Pledge of Silence*, pamphlet reprinted from *Bulletin of the Missouri Historical Society*, January, 1958.
9. Robert S. Holzman, *Stormy Ben Butler*, p. 7
10. *Ibid.*, p. 205
11. *Ibid.*, p. 206
12. *Ibid.*, p. 241-247
13. E. C. Whittemore, *History of Colby College*, p. 66
14. B. F. Butler, *Butler's Book*, p. 62
15. *Vineyard Gazette*, May 10, 1957

#### Chapter XIV. The College Lands

1. Report of the Prudential Committee to the Trustees, June 27, 1899. Colby Archives.

#### Chapter XV. Calm Before the Storm

1. *James Tift Champlin, A Memorial*, p. 4
2. *Ibid.*, p. 7
3. Champlin, *Inaugural Address*

4. By *circular* King meant what we today call *general education*, or a comprehensive view of life through the liberal arts and sciences.

#### Chapter XVI. Champlin and the Civil War

1. *Colby Alumnus*, 1922-23, p. 15
2. E. W. Hall, 1862, later Professor of Modern Languages and Librarian.
3. Letter in the Colby Archives
4. *Ibid.*
5. There was no rationing of food in the North during the Civil War.
6. *Colby Alumnus*, 1925-26, p. 153
7. *Colby Alumnus*, 1929-30, p. 237

#### Chapter XVII. A New Name

1. E. C. Whittemore, *History of Colby College*, p. 92
2. H. S. Burrage, *History of the Baptists in Maine*, p. 218
3. H. F. Colby, Sketch of the Life and Character of Gardner Colby, in *A Tribute to the Memory of Gardner Colby*, p. 40
4. H. S. Burrage, *op. cit.*, p. 218
5. H. F. Colby, *op. cit.*, p. 26

#### Chapter XVIII. Champlin's Years of Fulfillment

1. E. C. Whittemore, *History of Colby College*, p. 97
2. H. S. Burrage, *History of the Baptists in Maine*, p. 370
3. *Services at the Laying of the Cornerstone of Memorial Hall and at the Dedication of the Same*, p. 5
4. *Ibid.*, pp. 6-7
5. J. T. Champlin, *Historical Discourse*, p. 6
6. *Ibid.*, p. 11
7. *Ibid.*, p. 24
8. Burrage, *op. cit.*, p. 371

#### Chapter XIX. Redoubtable Quintet

1. The *General Catalogue* should not be confused with the *Annual Catalogue*. The former contained information about all persons, living and deceased, who had ever attended the college, whether graduates or not. Originally it was published every three years and was called the *Triennial Catalogue*. It appeared as *General Catalogue* in 1887, again in 1909, and finally in 1920. With no new edition for forty years, there existed in 1960 a strongly felt need for a new edition.
2. F. W. Bakeman, *Commemorative Discourse on the Life and Character of Professor Charles Edward Hamlin*, p. 15

#### Chapter XX. Standards, Academic and Religious

1. H. S. Burrage, *History of the Baptists in Maine*, p. 372
2. E. C. Whittemore, *History of Colby College*, p. 112

#### Chapter XXI. College Life in Robins' Time

1. Clarence E. Meleney, "Education Then and Now," *Colby Alumnus*, 1925-26, pp. 153-158
2. In Dr. Meleney's time the libraries of the Erosophian Adelphi and of the Literary Fraternity were superior to the College Library.
3. Albion W. Small, "The Class of 1876," *Colby Alumnus*, 1925-26, pp. 42-44
4. Harrington Putnam, "The Earlier and Later Methods of Study," *Colby Alumnus*, 1925-26, p. 97
5. *Colby Oracle*, 1878, p. 26
6. Albion W. Small, "The Presidency of Dr. Robins," *Colby Alumnus*, 1919-20, p. 146
7. Henry E. Robins, *The Christian as Distinguished from the Secular Idea of Education*.
8. *Colby Alumnus*, 1919-20, p. 154
9. *Colby Alumnus*, 1931-32, p. 143
10. He traveled via Belfast and Moosehead Railroad from Belfast to Burnham Junction, then via Maine Central to Waterville.
11. It is interesting to note that "cuts" was a term used for absences as early as 1878.



12. "Bangor" was the nickname of Hugh Chaplin, 1880, who came from that city. "Phil" was Warren Philbrook, later a justice of the Maine Supreme Court.

#### Chapter XXII. Pepper and Salt

1. F. M. Padelford, *George Dana Boardman Pepper*, p. 19
2. George D. B. Pepper, *Inaugural Address as President of Colby University*, p. 2
3. *Ibid.*, p. 8
4. *Ibid.*, p. 15
5. Padelford, *op. cit.*, p. 48

#### Chapter XXIII. Janitor Sam

1. *Colby Echo*, May 17, 1890
2. Padelford, *Samuel Osborne, Janitor*, p. 31
3. *Ibid.*, p. 5
4. *Ibid.*, p. 32

#### Chapter XXIV. The Great Coordinator

1. A. W. Small, *Inaugural Address*, p. 3
2. *Ibid.*, p. 10
3. *Colby Echo*, June 14, 1889
4. Letter from William Rogers to President A. W. Small, Colby Archives
5. A. W. Small, *op. cit.*, p. 8
6. *Colby Echo*, May 9, 1891, p. 168
7. *Colby Echo*, September 27, 1889, p. 64

#### Chapter XXV. The Youngest President

1. *Laws of Colby University*, 1894, p. 5
2. The ten buildings owned by the College in 1895 were Memorial Hall, South College, Champlin (Recitation) Hall, North College, Coburn Hall, Gymnasium, Shannon Hall, Commons House (on College Avenue side of the athletic field), President's House, and Ladies' Hall (later the PDT House).

#### Chapter XXVI. The Man from Chicago

1. *Reports of President and Faculty of Colby University*, 1897-98, p. 11
2. *Ibid.*, 1896-97, p. 18
3. *Colby Echo*, February 20, 1897, p. 198

#### Chapter XXVII. Unlucky President

1. The annual burlesque publication that had originated in "False Orders," was called *War Cry* in the 1890's and was issued by each sophomore class for nearly thirty years, but occasionally under a different name.
2. Letter from Karl Kennison to E. C. Marriner, August 27, 1957
3. Letter from Carl Bryant to E. C. Marriner, July 31, 1957

#### Chapter XXVIII. Honeymoon Years

1. All four of these men were graduates of the College. Wilfred N. Donovan, 1892, was then assistant professor of Old Testament at Newton. Woodman Bradbury, then pastor of the First Baptist Church at Cambridge, Mass., later became professor of homiletics at Newton. Shailer Mathews, 1884, who until 1894 had been professor of history at Colby, was at this time professor of theology at the University of Chicago, where he later became Dean of the Divinity School. Charles Francis Meserve, 1877, had been since 1894 president of Shaw University at Raleigh, N. C.
2. Bertha L. Soule, *Colby's President Roberts*, p. 55
3. *Ibid.*, p. 53

#### Chapter XXIX. War Comes to the Campus

1. *Colby Echo*, November 14, 1917
2. *Ibid.*, January 23, 1918
3. *Ibid.*, March 2, 1918

4. Ibid., June 15, 1918
5. *Colby Alumnus*, 1918-19, p. 7
6. *Colby Echo*, December 12, 1918
7. Ibid.

Chapter XXX. The Centennial

1. *Colby Alumnus*, 1919-20, p. 182
2. Ibid., p. 237
3. Ibid., p. 191
4. Ibid., p. 192

Chapter XXXI. Beginning the Second Century

1. *Colby Alumnus*, 1922-23, p. 111

Chapter XXXII. The Passing of Roberts

1. *Colby Alumnus*, 1923-24, p. 194
2. Ibid., 1925-26, p. 174
3. Ibid., 1927-28, p. 10

Chapter XXXIII. Interregnum

1. *Colby Alumnus*, 1928-29, p. 84
2. Ibid., p. 8
3. Ibid., 1927-28, p. 125
4. For a complete statement of comparative salaries at several periods, see *Colby Alumnus*, 1928-29, p. 123

Chapter XXXIV. They Also Taught

1. *Colby Alumnus*, 1926-27, p. 91
2. Ibid., May, 1947, p. 9
3. Ibid., July 1948, p. 14

Chapter XXXV. A Great Administrator

1. *Colby Alumnus*, 1928-29, p. 329

Chapter XXXVI. Mayflower Hill

1. By "the building" Johnson meant the proposed gymnasium, for which funds were then being raised. The Field House, as the first unit of the new gymnasium, was erected on the old campus, but with that one building all further construction on the old campus ceased.
2. *Survey of Higher Education in Maine*, p. 178
3. *Colby Alumnus*, 1929-30, p. 289

Chapter XXXVII. New Clothes for Alma Mater

1. *Colby Alumnus*, 1931-32, p. 244
2. Ibid., October, 1937, p. 8
3. Ibid., p. 6
4. Ibid., April, 1938, p. 3
5. Ibid., October, 1939, p. 5
6. The buildings were as yet mere shells of masonry. No interior construction had been completed until the Government permitted completion of certain of the women's buildings in order that a unit of the Army Air Force might occupy Foss Hall on College Avenue. All other completion had to await the end of the war.
7. *Colby Alumnus*, May, 1940, p. 7
8. Ibid., January, 1952, p. 8

Chapter XXXVIII. A New President and a New War

1. *Colby Alumnus*, July, 1942
2. Records of the Trustees of Colby College, June 13, 1941.
3. *Colby Echo*, December 10, 1941



## Chapter XXXIX. Fitting Colby to Its New Clothes

1. *Colby Alumnus*, Spring 1957, p. 2
2. *Boston Herald*, November 29, 1942
3. *Colby Alumnus*, July, 1941, p. 8
4. *Boston Globe*, December 26, 1943
5. *Report of the President of Colby College*, 1943, p. 5
6. *Colby College: Self-Study Report*, Vol. 1, p. 6
7. *Ibid.*, p. 78
8. Although previous to President Strider, there had been sixteen Colby administrations, there had been only fifteen different presidents, because Robert Pattison had served twice, 1836-39 and 1854-57.

## Chapter XL. The Distaff Side

1. Dr. Boutelle lived at 33 College Avenue, in the brick house later obtained by the College as the official residence of the President. The Burleigh house, next south, became Ladies' Hall.
2. *Colby Echo*, September, 1884
3. *Co-Education at Colby*, p. 1
4. *Ibid.*, p. 14
5. *Colby Echo*, October 11, 1890
6. *Colby University: Committee on Dormitory for Young Women*, p. 2

## Chapter XLI. The Early Societies

1. A documented account of Emerson's visit was published in *Zion's Advocate*, January 5, 1894. It was written by Arthur J. Roberts, Class of 1890, then a young instructor at Colby, who became President in 1908. Roberts' principal sources for the article were conversations with four Waterville residents who had heard Emerson deliver the address; *Recollections of Eminent Men*, by Edwin Percy Whipple (Boston, 1887); *Ralph Waldo Emerson*, by Oliver Wendell Holmes; and three of Emerson's own works: his published journal, *Nature, Addresses, and Letters* (Boston, 1890), and *Lectures and Biographical Sketches* (Boston, 1884).
2. E. P. Whipple, *Recollections of Eminent Men*, p. 238
3. *Zion's Advocate*, August 15, 1841
4. *Waterville Mail*, August 16, 1863
5. In 1848 the Waterville Baptist Church had a high, raised pulpit, much like that in Old South Church, Boston. The Waterville pulpit is said to have been so high the minister's head was on a level with the listeners who sat in the first row of the balcony.

## Chapter XLII. Fraternities and Sororities

1. *Delta Upsilon: One Hundred Years*, p. 106
2. *Ibid.*, p. 108
3. A complete account of the leasing of quarters in South College and North College to three of the fraternities will be found in Chapter XXVII.
4. Emma Kinnie, *History of the Sigma Kappa Sorority*, p. 26.

## Chapter XLIII. The Library

1. Orwin Rush, *History of Maine College Libraries*, p. 23
2. E. C. Whittemore, *History of Colby College*, p. 43
3. The "Grammar School" was the academy started by President Chaplin to prepare students for the College. It became later Waterville Academy and then Coburn.
4. Mary D. Herrick and N. Orwin Rush, *Early Literary Societies and their Libraries in Colby College*. Reprinted from *College and Research Libraries*, December, 1944, p. 63
5. *U. S. Commissioner of Education Report*, 1877, p. 131
6. *Ibid.*, p. 142
7. Rush, *op. cit.*, p. 28
8. *Colby Student Handbook*, 1896-97
9. *Colby Alumnus*, April, 1945, p. 10

## Chapter XLIV. The Healthy Body

1. *Colby Oracle*, 1870, p. 5
2. *Ibid.*, 1876, p. 7
3. Article by William Smith Knowlton in *Colby Alumnus*, 1925-26, p. 153
4. The "one year rule" forbade a student who had transferred from another college to participate on the varsity team until he had completed a full year in residence in the second institution.
5. *Colby Echo*, October 7, 1887

## Chapter XLV. Playing the Game

1. *Colby Echo*, March 13, 1887, p. 245
2. *Ibid.*, April 27, 1888
3. *Ibid.*, January 28, 1887
4. *Ibid.*, December 30, 1887
5. *Ibid.*, October, 1883
6. *Ibid.*, April 25, 1891

## Chapter XLVI. The Academies

1. *Waterville Mail*, July 11, 1879
2. *Colby College: Report of Special Committee on Academies*, 1914, p. 43
3. Letter from W. E. Sargent, Principal of Hebron, to Dudley P. Bailey, Colby Trustee, June 12, 1907
4. Statement of President Charles L. White to General Education Board, 1908, p. 17 (Typed manuscript in Colby Archives)
5. *Report of Special Committee on Academies*, p. 4

## Chapter XLVII. Colby in Three Wars

1. John J. Pullen, *The Twentieth Maine*, p. 12
2. *Colby Alumnus*, October, 1917, p. 3
3. *Ibid.*, 1918-19, p. 181
4. *Ibid.*, January, 1942, p. 3
5. *Ibid.*, October, 1942, p. 9
6. *Ibid.*, April, 1945, p. 11

## Chapter XLVIII. The Alumni

1. Sebasticook was the old name for Benton, and that part of the town of Skowhegan situated on the west side of the Kennebec was then the town of Bloomfield.
2. In 1886 the Trustees were divided into three groups for three year terms. The alumni were thus asking for six trustees out of the total of twenty-nine.
3. *Colby Alumnus*, 1925-26, p. 150
4. *Ibid.*, July, 1944, p. 14

## Chapter XLIX. Adult Education

1. *Waterville Sentinel*, September 12, 1924

## Chapter LI. Religion at Colby

1. Walter L. Cook, *The Story of Maine Baptists*, p. 78
2. *Ibid.*, p. 79
3. *Colby Alumnus*, 1933-34, p. 77
4. *Ibid.*, April, 1947, p. 12
5. *Ibid.*, February, 1950, p. 7
6. *Ibid.*, April, 1938, p. 9





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## *Appendix A.*

ORIGINAL PETITION FOR A BAPTIST SEMINARY IN MAINE, 1812  
(Massachusetts Archives, House 7209)

To the Honorable Senate and the Honorable House of Representatives in  
General Court Assembled:

Your petitioners humbly show that, whereas the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and the other United States of America; and whereas wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people; we believe it to be, as the Constitution of our State says it shall be, the duties of legislatures and magistrates in all future periods of this Commonwealth, to cherish the interests of literature and sciences, and all seminaries of them, and encourage public institutions.

Your petitioners beg leave further to show that, whereas Harvard College in Cambridge, as well as the other colleges and seminaries in this State, have been liberally endowed, either by the appropriation of public lands or otherwise by grants of the General Court, and have been committed to the more particular direction and management of that specific part of the community denominated Congregationalists; and whereas we have sustained a part, and not an inconsiderable part of those appropriations without having any particular share in the oversight and direction of such appropriations ever assigned; by authority of that part of the community denominated Baptists we therefore consider and are firmly persuaded that the General Court would do no injustice to any section of the Commonwealth, but would render more equal justice to the different sections and largely promote the best good of the State generally by kindly receiving and favorably answering the petition to which we solicit the attention of your honorable body.

Your petitioners also beg leave to show further that there are, belonging to the regular Baptist churches, at least between six and seven thousand members in the District of Maine, and large congregations generally united with the churches on the same sentiment, so that the Baptists are, undoubtedly, more numerous in this district than any other denomination, if not than all others.

Notwithstanding our numbers are so large and daily increasing, yet we have no seminary over which we have any control. It is our judgment that it would be for the furtherance of the gospel and the general good that a seminary should be founded in which some of our religious young men might be educated under the particular inspection of able men of the same sentiments. God having put into our hearts a strong desire that such an event might be amicably and speedily accomplished, your petitioners humbly pray your honorable body to take their request into your wise and benevolent consideration and grant them, for the furtherance of their object, a tract of good land and cause it to be located as



nighly in the center of the district and as conveniently situated, as in your wisdom you may find convenient. For it is contemplated, should it be deemed advisable by the Trustees, that the seminary be on the very tract which your honorable body may see fit to grant for its encouragement.

Your petitioners further pray that your honorable body will cause the Overseers and Trustees of the proposed seminary to be appointed from among the ministers and churches of their own denomination with the powers and privileges which in such cases are by law made and provided, and as in duty bound will ever pray.

Committee in behalf of the Lincoln Association:

Daniel Merrill, Saml Baker, Samuel Stinson, Joseph Bailey, Hezekiah Prince, Phineas Pillsbury, Benj'n Burton.

Committee in behalf of the Bowdoinham Association:

Robert Low, Thos Francis, Oliver Billings, Joseph Kilgore, Joseph Palmer, John Robinson, Saml Swett.

Committee, Cumberland Association:

Caleb Blood, John Haines, Thomas Green, Sylvanus Boardman, Ransom Norton, Benjamin Titcomb, Thomas Beck.

Presented in the House of Representatives, January 20, 1812.

## *Appendix B.*

LEGISLATIVE BILL, PRESENTED JANUARY 25, 1812  
(Massachusetts Archives, House 7291)

An Act to establish a college in the District of Maine  
within this Commonwealth.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, that there be erected and established in the District of Maine, upon one of the townships hereafter mentioned, a College for the purpose of educating youth, to be called and known by the name of the Maine Literary and Theological College, to be under the government and regulation of a body politic, as in this act is hereafter described.

Section 2. And be it further enacted that Daniel Merrill, Caleb Blood, Sylvanus Boardman, Thomas Green, Robert Low, Benjamin Titcomb, Thomas Francis, Daniel McMaster, Hon. James Campbell, John R. Stinson, John Haynes, Timothy Johnson, Daniel Hutchinson, Joshua Taylor, John Hubbard, Samuel Baker, Joseph Bailey, Phineas Pillsbury and Hezekiah Prince, together with the President, Treasurer and Fellows of said college for the time being, to be chosen as in this act is hereafter directed, be and hereby are erected a body politic and corporate by the name of the President, Fellows and Trustees of the Maine

Literary and Theological College, and that they and their successors and such others as shall be duly elected members of the said corporation shall be and remain a body politic and corporate by that name forever.

Section 3. And be it further enacted that the Trustees aforesaid be hereby empowered to elect nine persons of education to be Fellows of the said Institution and who shall be stiled the learned faculty whose duty it shall be to determine the qualifications of all candidates for degrees, which shall be given only by their authority.

Section 4. And be it further enacted that for the more orderly conducting the business of the said Corporation the President, Fellows and Trustees shall have full power and authority, from time to time, as they shall determine, to elect a Vice-President, Treasurer and Secretary of said Corporation; and to declare the tenure and duties of their respective offices, and also to remove any Trustee or Fellow from said Corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, and to fill all the vacancies in said corporation by electing such persons for Fellows or Trustees as they shall judge best. Provided nevertheless, that the number of the said Corporation, including the President and the Treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one.

Section 5. And be it further enacted that the said Corporation may have a common seal, which they may change, break or renew at their pleasure; and that all deeds signed and delivered by the Treasurer and sealed with their seal by order of the Corporation shall, when made in their corporate name, be considered in law as the deed of the said Corporation. And that the said Corporation may be sued and sue, in all actions real, personal and mixed, and may prosecute and defend the same to final judgment and execution, by the name of the President and Corporation of the Maine Literary and Theological College. And that the said Corporation shall be capable of having, holding, and taking in fee simple, or any less estate, by gift, grant, devise, or otherwise, any lands, tenements, or other estate real or personal. Provided nevertheless, that the annual clear income of the same shall not exceed the sum of thirty thousand dollars.

Section 6. And be it further enacted that the said corporation shall have full power and authority to determine at what times and places their meetings shall be holden, and on the manner of notifying the Trustees and Fellows to convene at such meetings. And also from time to time to elect a President and Treasurer of the said College, and such Professors, Tutors, Instructors and other officers as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments and tenures of their several offices. The said President, for the time being, when elected and inducted into his office, to be ex-officio, the President of the said Corporation. And the said Corporation are further empowered to purchase or erect, and keep in repair, such houses and other buildings as they shall judge necessary for the said College; and also to make and ordain, as occasion may require, reasonable rules, orders and by-laws, not repugnant to the laws of this Commonwealth, with reasonable penalties for the government of the said College, and also to determine and prescribe the mode of ascertaining the qualifications of the students requisite to their admission. Provided nevertheless that no corporate business shall be transacted at any meeting unless thirteen at least of the Corporation are present.

Section 7. And be it further enacted that the President, Professors and Fellows of the said College are hereby empowered to confer such degrees as are



usually conferred by universities for the education of youth. Provided nevertheless, that the said Board shall confer no degrees other than the degrees of Bachelor of Arts and Master of Arts until after the first day of January, 1820.

Section 8. And be it further enacted that the clear rents, issues and profits of all the estate, real and personal, of which the said Corporation shall be seized or possessed, shall be appropriated to the endowment of the said College in such manner as most effectually shall promote virtue and piety, and the knowledge of such languages and liberal arts and sciences as shall hereafter be directed from time to time by the Corporation.

Section 9. And be it further enacted that the Hon. John Woodman Esquire be and is hereby authorized and empowered to fix the time and place for holding the first meeting of the said Corporation, of which he shall give notice, by an advertisement in a Portland and one other eastern newspaper, at least fourteen days previous to the time of said meeting.

Section 10. And be it further enacted that the Treasurer of said Corporation shall, before he enters upon the duties of his office, give bonds to the said Corporation in such sums and with such sureties as they shall approve of, conditioned for the faithful discharge of the said office, and for rendering a just and true account of his doings therein, when required. And that all the monies, securities and other property of the said Corporation, together with all books in which his accounts and proceedings as Treasurer were entered and kept, that shall be in his hands at the expiration of his office, shall, upon demand made upon him, his executors or administrators, be paid and delivered over to his successor in that office; and all monies recovered by virtue of any suit at law, upon such bond, shall be paid over to the Corporation and subjected to the appropriation above directed in the Act.

Section 11. And be it further enacted that the said Corporation shall be holden to render an account to the Legislature whenever they shall see fit to require it, of all their proceedings and the manner of disposing of the funds of said College.

Section 12. And be it further enacted that there be and hereby is granted a tract of land, twelve miles square, or four townships either separate or adjoining each other of the contents of six miles square each, either the one or the other as the Corporation of the said College may judge to be most conducive to the prosperity and interest of the same, to be laid out and assigned from any of the unappropriated land belonging to this Commonwealth in the District of Maine, under the same restrictions, reservations and limitations as other grants for similar purposes are usually made; the same to be vested in the Corporation of the said College and their successors forever, for the use and benefit of supporting said College, to be by them holden in their corporate capacity, with full power and authority to settle, divide, and manage the same tract of land or townships, or any part thereof, or to sell, convey or dispose of the same for settlement only, and to no one person a larger quantity than one thousand acres, in such way and manner as shall best promote the welfare of the said College, the same to be laid out under the direction of the Committee for the Sale of the Eastern Lands, and a plan or plans thereof returned into the Secretary's office.

## *Appendix C.*

LEGISLATIVE BILL, PRESENTED FEBRUARY 13, 1813.

An Act to establish a Literary Institution in the District of Maine within this Commonwealth.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, that there be erected and established in the District of Maine, in the township hereinafter mentioned, a Literary Institution for the purpose of educating youth, to be called and known by the name of the Maine Literary and Theological Institution, to be under the government and regulation of a body politic, as in this Act is hereafter described.

Section 2. And be it further enacted that Daniel Merrill, Caleb Blood, Sylvanus Boardman, Thomas Green, Robert Low, Benjamin Titcomb, Thomas Francis, Ransom Norton, Daniel McMaster, Hon. James Campbell, Samuel Stinson, John Hovey, David Nelson, Alford Richardson, John Haynes, Samuel Baker, Joseph Bailey, Phineas Pillsbury, Hezekiah Prince, Moses Dennett, and John Neal, together with the President, Treasurer and Fellows of said Institution, for the time being, to be chosen as in this Act is hereafter directed, be and hereby are erected a body politic and corporate by the name of the President and Fellows of the Maine Literary and Theological Institution; and that they and their successors, and such others as shall be duly elected members of the said Corporation, shall be and remain a body politic and corporate by that name forever.

Section 3. And be it further enacted that the Trustees aforesaid be hereby empowered to elect nine persons of education to be Fellows of the said Institution, and who shall be stiled the Learned Faculty, whose duty it shall be to determine the qualifications of all candidates for degrees, which shall be given only by their authority.

Section 4. And be it further enacted that, for the more orderly conducting the business of the said Corporation, the President, Fellows and Trustees shall have power and authority, from time to time as they shall determine, to elect a Vice-President, Treasurer and Secretary of said Corporation, and to declare the tenure and duties of their respective offices, and also to remove any Trustee or Fellow from said Corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, and to fill up all vacancies in Trustees as they shall judge best. Provided nevertheless, that the number of said Corporation, including the President and the Treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one.

Section 5. And be it further enacted that the said Corporation may have one common seal, which they may change, break or renew at their pleasure; and that all deeds signed and delivered by the Treasurer, and sealed with their seal by order of the Corporation, shall, when made in their corporate name, be considered in law as the deed of said Corporation. And that the said Corporation may sue and be sued, in all actions real and personal, and may prosecute and defend the same to final judgment and execution, by the name of the President and Corporation of the Maine Literary and Theological Institution. And that the said Corporation shall be capable of having, holding and taking in fee simple or any less estate, by gift, grant, devise or otherwise, any lands, tenements, or



other estate real or personal. Provided nevertheless, that the annual clear income of the same shall not exceed thirty thousand dollars.

Section 6. And be it further enacted that the said Corporation shall have full power and authority to determine at what times and places their meetings shall be holden, and on the manner of notifying the Trustees and Fellows to convene at such meetings. And also from time to time to elect a President of said Institution, and such Professors, Tutors, Instructors and other officers as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments and tenures of their several offices. The said President for the time being, when elected and inducted into his office, to be ex-officio President of the said Corporation. And the said Corporation are further empowered to purchase or erect, and keep in repair, such houses and other buildings as they shall judge necessary for the said Institution; and also to make and ordain, as occasion shall require, reasonable rules, orders and by-laws, not repugnant to the laws of this Commonwealth, with reasonable penalties for the good government of said Institution, and also to determine and prescribe the mode of ascertaining the qualifications of the students requisite to their admission. Provided nevertheless, that no corporate business shall be transacted at any meeting unless thirteen of the Corporation are present.

Section 7. And be it further enacted that the President, Professors and Fellows of the said Institution are hereby empowered to confer degrees of Bachelor of Arts and Master of Arts.

Section 8. And be it further enacted that the clear rents, issues and profits of all the estate, real and personal, of which the said Corporation shall be seized or possessed, shall be appropriated to the endowment of the said Institution in such manner as shall most effectually promote virtue and piety, and the knowledge of such of the languages and liberal arts and sciences as shall hereafter be directed from time to time by the Corporation.

Section 9. Be it further enacted that the Hon. John Woodman, Esq. be and is hereby authorized and empowered to fix the time and place for holding the first meeting of the said Corporation, of which he shall give notice by an advertisement in a Portland and one other eastern paper, at least fourteen days previous to the time of said meeting.

Section 10. And be it further enacted that the Treasurer of said Corporation, shall, before he enters upon the execution of the duties of his office, give bonds to the Corporation in such sums and with such sureties as they shall approve of, conditioned for the faithful discharge of the said office, and for rendering a just and true account of his doings therein, when required. And that all the money, securities, and other property of the said Corporation, together with all the books in which his accounts and proceedings as Treasurer were entered and kept, that shall be in his hands at the expiration of his office, shall upon demand made upon him, his executors or administrators, be paid and delivered over to his successor in that office. And all monies recovered by the virtue of any suit at law, upon such bond, shall be paid over to the Corporation aforesaid and subjected to the appropriation above directed in the Act.

Section 11. And be it further enacted that the Legislature of this Commonwealth may grant any further powers to, or alter, limit, annul, or restrain, any of the powers of this act vested in the said Corporation, as shall be judged necessary to promote the best interest of said Institution. And the said Corporation shall be holden to render an account to the Legislature, whenever they see

fit to require it, of all their proceedings and the manner of disposing of the funds of the Institution.

Section 12. And be it further enacted that there be and hereby is granted a township of land, six miles square, to be laid out and assigned from any of the unappropriated land belonging to this Commonwealth in the District of Maine, under the same restrictions, reservations and limitations as other grants for similar purposes are usually made. The same to be vested in the Corporation of said Institution, and their successors forever, for the use, benefit and purpose of supporting said Institution, to be by them holden in their corporate capacity, with full power and authority to settle, divide and manage the same tract of land or township, or any part thereof, or to sell, convey or dispose of the same for settlement only, and to no one person a larger quantity than one thousand acres, in such way and manner as shall best promote the welfare of the said Institution, the same to be laid out under the direction of the Committee for the Sale of the Eastern Lands, and a plan or plans thereof returned into the Secretary's office.

## *Appendix D.*

### THE ORIGINAL CHARTER OF THE COLLEGE

Laws of Massachusetts, 1813-1815, Chapter CXXXI, An Act to establish a Literary Institution in the District of Maine within this Commonwealth.

(Signed by the Governor, February 27, 1813)

Section 1. Be it enacted by the Senate and House of Representatives, in General Court assembled, and by authority of the same, that there be erected and established in the District of Maine, in the township hereafter mentioned, a Literary Institution for the purpose of educating youth, to be called and known by the name of the Maine Literary and Theological Institution, to be under the government and regulation of a body politic, as in this Act is hereafter described.

Section 2. Be it further enacted that Daniel Merrill, Caleb Blood, Sylvanus Boardman, Thomas Green, Robert Low, Benjamin Titcomb, Thomas Francis, Ransom Norton, Daniel McMaster, Hon. James Campbell, Samuel Stinson, John Hovey, David Nelson, Alford Richardson, John Haynes, Samuel Baker, Joseph Bailey, Phineas Pillsbury, Hezekiah Prince, Moses Dennett and John Neal, together with the President and Treasurer of the said Institution for the time being, to be chosen as in this Act is hereafter directed, be and hereby are elected a body politic and corporate by the name of the President and Trustees of the Maine Literary and Theological Institution; and that they and their successors, and such as shall be duly elected members of the said Corporation, shall be and remain a body politic and corporate by that name forever.

Section 3. Be it further enacted that, for the more orderly conducting the business of the said Corporation, the President and Trustees shall have full power and authority, from time to time as they shall determine, to elect a Vice-President,



Treasurer and Secretary of said Corporation, and to declare the tenure and duties of their respective offices, and also to remove any Trustee from the said Corporation, when in their judgment he shall be rendered incapable by age or otherwise, of discharging the duties of his office, and to fill up all vacancies in the said Corporation, by electing such persons for Trustees as they shall judge best. Provided nevertheless, that the number of the said Corporation, including the President and the Treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one.

Section 4. Be it further enacted that the said Corporation may have one common seal, which they may change, break or renew at their pleasure; and that all deeds signed and delivered by the Treasurer and sealed with their seal, by order of the Corporation, shall, when made in their corporate name, be considered in law as the deed of said Corporation; and that the said Corporation may sue and be sued, in all actions real, personal and mixed, and may prosecute and defend the same to final judgment and execution, by the name of the President and Corporation of the Maine Literary and Theological Institution; and that the said Corporation shall be capable of having, holding, and taking in fee simple, or any less estate, by gift, grant, devise or otherwise, any lands, tenements or other estates real or personal. Provided nevertheless, that the annual clear income of the same shall not exceed the sum of thirty thousand dollars.

Section 5. Be it further enacted that the said Corporation shall have full power and authority to determine at what times and places their meetings shall be holden, and on the manner of notifying the Trustees to convene at such meetings, and also from time to time to elect a President and Treasurer of the Institution, and such Professors, Tutors, Instructors and other officers as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, and tenures of their several offices. The said President for the time being, when elected and inducted into his office, to be ex-officio President of the said Corporation; and the said Corporation are empowered to purchase or erect, and keep in repair, such houses and other buildings as they shall judge necessary for the said Institution, and also to make and ordain, as occasion may require, reasonable rules, orders and by-laws, not repugnant to the laws of this Commonwealth, with reasonable penalties for the good government of said Institution, and also to determine and prescribe the mode of ascertaining the qualifications of the students requisite to their admission. Provided nevertheless, that no corporate business shall be transacted at any meeting unless thirteen at least of the Corporation are present.

Section 6. Be it further enacted that the clear rents, issues and profits of all the estate, real and personal, of which the said Corporation shall be seized or possessed, shall be appropriated to the endowment of said Institution, in such manner as shall most effectually promote virtue and piety, and a knowledge of such of the languages, and of the liberal arts and sciences, as shall hereafter be directed by the said Corporation.

Section 7. Be it further enacted that the Hon. John Woodman, Esq. be and is hereby authorized and empowered to fix the time and place for holding the first meeting of the said Corporation, of which he shall give notice by an advertisement in a Portland and one other eastern newspaper at least fourteen days previous to the time of said meeting.

Section 8. Be it further enacted that the Treasurer of said Corporation shall, before he enters upon the duties of his office, give bonds to the said Corpora-

tion, in such sums and with such sureties as they shall approve of, conditioned for the faithful discharge of said office, and for rendering a just and true account of his doings therein, when required; and that all the money, securities and other property of said Corporation, together with the books in which his accounts and proceedings as Treasurer were entered and kept, that shall be in his hands at the expiration of his office, shall, upon demand made upon him, his executors or administrators, be paid and delivered over to his successor in that office, and all monies received by virtue of any suit at law, upon such bond, shall be paid over to the Corporation aforesaid and subjected to the appropriation above directed in the Act.

Section 9. Be it further enacted that the Legislature of this Commonwealth may grant any further powers to, or alter, limit, annul or restrain any of the powers by this act vested in the said Corporation, as shall be judged necessary to promote the best interests of the said Institution; and the said Corporation shall be holden to render to the Legislature, whenever they shall see fit to require it, an account of all their proceedings and the manner of disposing of the funds of said Institution.

Section 10. Be it further enacted that there may be and hereby is granted a township of land six miles square, to be laid out and assigned from any of the unappropriated lands belonging to this Commonwealth in the District of Maine, under the same restrictions, reservations and limitations as other grants for similar purposes are now usually made; the same to be vested in the Corporation of the Institution and their successors forever, for the use, benefit and purpose of supporting said Institution, to be by them holden in their corporate capacity, with full power and authority to settle, divide and manage the same tract of land or township, or any part thereof, or to sell, convey or dispose of the same, for settlement only, and to sell to no one person a larger quantity than one thousand acres, in such way and manner as shall best promote the welfare of said Institution; the same to be laid out under the direction of the Committee for the Sale of the Eastern Lands, and a plan thereof returned to the Secretary's office within three years after the expiration of the present war with Great Britain.

## *Appendix E.*

### ORIGINAL GRANT OF LAND

Instrument signed by William Smith, Agent for the Eastern Lands of the Commonwealth of Massachusetts, June 12, 1815.

Whereas, by a resolve of the General Court of the Commonwealth of Massachusetts, passed February 15, 1815, the Agent for the Sale of the Eastern Lands was authorized to give a deed of Township Number Three on the west side of the Penobscot River, purchased of the Indians, to the Trustees of the Maine Literary



and Theological Institution, with the reservation of 2600 acres for purposes therein mentioned, and also with the usual reservation and restriction made in other grants for similar purposes;

Now therefore I do, in behalf of the said Commonwealth, assign, relinquish and quit-claim to the Trustees of the Maine Literary and Theological Institution all right, title and interest of Said Commonwealth in a township of land Number Three on the west side of the Penobscot River, being one of the townships purchased from the Penobscot tribe of Indians, containing 29,164 acres, as the same was surveyed by Park Holland, Jonathan Maynard and John Chamberlain, by direction of Salem Town in the year 1797, bounded as follows: east by the Penobscot River, south by Township Number Four, west by Township Number One of the fourth and fifth ranges of townships north of the Waldo Patent, north by Township Number One in the first and second ranges of the townships purchased from the Indians—reserving, however, 2600 acres laid out or to be laid out in lots of 100 acres each, on a road to be made through the said township agreeable to a contract entered into by the undersigned agent with John Bennock, which lots are reserved for the purpose of defraying the expense of making said road. Further conditioned that the said Trustees and their successors shall lay out and convey to each settler who settled said tract before January 1, 1784, or to his heirs or assigns, one hundred acres each in fee simple, and so laid out as best to include the settler's improvements and to be least injurious to the adjoining lands; and they shall also lay out four lots of 320 acres each for the following uses: one lot for the use of the ministry; one for the first settled minister; one for the use of schools; and one for the future disposition of the General Court; and they shall also settle in said township twenty families in six years from the date hereof, including those now settled thereon.

Under the above conditions the Trustees of the Maine Literary and Theological Institution shall have and hold the aforegranted premises forever, for the use, benefit and purpose of supporting said Institution, and to be by them holden in their corporate capacity in full consideration for the grant made by an act passed February 27, 1813.

## *Appendix F.*

### AMENDMENT OF CHARTER RE LOCATION OF INSTITUTION

#### Laws of Massachusetts, 1816-1818, Chapter VIII.

An act in addition to an act, entitled "An Act to Establish a Literary Institution in the District of Maine within this Commonwealth."

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, that the Maine Literary and Theological Institution be, and they hereby are authorized and empowered to locate

and establish their buildings in any town within the counties of Kennebec or Somerset, anything contained in the first section of an act entitled "An act to establish a Literary Institution in the District of Maine within this Commonwealth" to the contrary notwithstanding. (Approved by the Governor, June 15, 1816)

## *Appendix G.*

### DEED OF THE LOT IN WATERVILLE ON WHICH THE COLLEGE WAS ORIGINALLY BUILT.

Know all men by these presents, that I, Robert Hallowell Gardiner of Gardiner, in the County of Kennebec, Esquire, in consideration of \$1797.50, paid by the President and Corporation of the Maine Literary and Theological Institution, the receipt whereof I do hereby acknowledge, do hereby give, grant, sell and convey to the said President and Corporation, their successors and assigns, a certain tract of land, situate in Waterville in the said county, being Lot Number Ten, and bounded easterly by the Kennebec River, westerly by the mile-and-a-half stream, northerly by Lot Number Eleven, and southerly by Lot Number Nine, containing about one hundred and seventy-nine acres and three-fourths of an acre—excepting any roads through the same—being part of fifteen mile Lot B One, as delineated upon the plan of division made for the heirs of Benjamin Hallowell, Esq. by Samuel Adams and Lemuel Pelham Esquires, and dated reference thereto being had for a more particular description; to have and to hold the aforegranted premises to the said President and Corporation, their successors and assigns, to their use and behoof forever. And I do covenant with the said President and Corporation, their successors and assigns, that the aforegranted premises are free of all incumbrances by me made; that I have good right to sell and convey the same to the said President and Corporation, against the lawful claims and demands of all persons; excepting, however, from my said covenant of warranty any claim or title commencing by disseisin, or by virtue of a possession or improvement, or from sales for non-payment of taxes.

In witness whereof, I, the said Robert Hallowell Gardiner, and I, Jane the wife of the said Robert, in token of my relinquishment of my right of dower in the premises, have hereunto set our hands and seals this twenty-ninth day of July in the Year of Our Lord one thousand eight hundred and eighteen.

(Signed) R H Gardiner

Emma J. Gardiner

Witnesses:

David Agry

James H. Patterson

Kennebec S.S. Rec'd June 22, 1822 and entered with the Records of Deeds,  
Book 42, page 329

Allen John Hovey, Register



## Appendix H.

### LETTER FROM MRS. JEREMIAH CHAPLIN TO A FRIEND IN DANVERS, MASSACHUSETTS.

Started aboard the Sloop *Hero* on June 20, 1818, and continued after her arrival in Waterville.

My dear Friend:

Not knowing but we might speak with some vessel bound for Salem, I avail myself of the present opportunity of acquainting you with our situation. We are more comfortably accommodated than might be supposed in such a small vessel. We have prayers on board morning and evening and find it quite pleasant employment to engage in singing psalms, hymns and spiritual songs.

We are now about half a mile from Marblehead, so you see although we move we do not progress on our way eastward. I am not, however, anxious about it, knowing that He who holds the winds in His fists and the waters in the hollow of His hand knows how to manage them and does all things well.

10:00 o'clock. The breeze freshens. We are now going farther from our dear Danvers friends, but we are neither of us farther from our Covenant God. The sea is His and His hand formed the dry land. Whether we are in the most pleasant part of America or the cold region of Greenland, or whether we dwell in India's sultry climes, the Lord is near.

4:00 afternoon, off Cape Ann. All very comfortable. We have now a view of Agamenticus in old York.

One of the monsters of the deep, a whale, has just elevated himself above the surface of his liquid abode and shown himself, although at a distance of three or four miles, but the great whale and sea serpents with all their terrific associates which inhabit the mighty deep are subjects of Him who made them and will prove harmless as doves if their almighty Maker commands them.

It is to me a consolation that I have every reason to believe that to do good is the greatest of the objects Mr. Chaplin has in view in moving to Waterville. What the event will be we know not, but a reflection that the desire to be useful governed our conduct will support us amidst unkind reflections or adverse scenes.

Sabbath morning, 10:00 o'clock. We have just entered the Kennebec river. Have left the salt water to sail on the fresh. Our vessel is no more tossed with boisterous waves, but is calm and unruffled. It is also very convenient to the mariner, as he may quench his thirst with pure water and cool, as often as he wishes.

It has been really pleasant as we sailed up the river to observe now and then a meetinghouse. We saw a decent looking one at Phippsburg situated on rising grounds. I wondered where the people could come from to attend it, but soon saw some on horseback and some on foot ascending the hill. It is delightful sailing on this river this season of the year. In a few minutes we could reach the shore on either side, which is settled all the way and which is beautifully shaded by trees. Many of the houses are good, some of them handsome, and chief of them bespeak the industry and neatness of the owners.

Many of our western friends entertain erroneous opinions about this part of the country. It seems very pleasant in many places and handsomely settled.

After we left Bath we set sail for Gardiner, but the wind lost its breath, anchor was cast, and we stopped seven miles the other side. The heat was so oppressive, the vessel so small, and the children so uneasy, it was thought not expedient to have public worship until the cool of the day. We drank tea early, then took the boat and went on shore. The right hand side was in the town of Dresden and the left hand side the town of Bowdoinham. It was on the latter we landed. The meeting was opened and closed by prayer. Mr. Chaplin and Mr. Dilway spoke from Psalm 107. Our congregation was small. It consisted of Mr. Chaplin, myself and children, and those who accompanied, and the mate of the vessel, but we trust there were enough to claim the gracious presence of our blessed Savior.

In the afternoon of Monday we set sail about 4:00 o'clock and arrived in Gardiner, where we stayed all night. It is a pretty place where considerable business is transacted. In the morning we sailed for Augusta. At 10:00 o'clock we passed by Hallowell, which as we passed formed a very handsome appearance. At 11:00 o'clock our vessel struck aground, which prevented our going so near to Augusta as we had intended. Mr. Chaplin and the young men went on shore and walked to the town. Mr. Chaplin called upon Squire Hovey, who had previously given an invitation to visit him. The family were so kind as to send for the rest of us, who accordingly stepped into a boat and went to the landing place, where a chaise was in readiness to take us to the house. We were kindly received and hospitably entertained that day and night and part of the next day. As there is no Baptist church in Augusta, Mr. Hovey, wife and daughter, belong to the church in Hallowell, which is as yet in an infant state and consists of few members.

Wednesday afternoon about 2:00 o'clock we left the place and took one of those long boats which are much used in the Kennebec river and which, being made with a booth at one end, are very convenient for the transportation of families as well as goods. We thought it would be more pleasant and less fatiguing than to go in a carriage. Part of the time we could easily have stepped from the boat to the shore, the distance was so small, which the brethren did several times and walked some way. Sometimes, when the wind was unfavorable, it was found necessary to go to shore and procure oxen who, standing on the water's edge with a rope fastened to them and to the boat, must assist its motion. We went along with their assistance, but as the wind was several times faint and weak, the men took the rope and helped us along. Night beginning to draw the curtain of darkness around us, when we were three or four miles from Waterville, it was thought best not to proceed until the light of another day dawned upon us. Accordingly a young man went before us to procure us a lodging. The family where we stayed seemed pleased to have family prayers and singing, and regretted that they could not accommodate us better. Early on Thursday morning we again set out. A boat with two men and two women in it was quite near us for a considerable time. Once their boat was so near ours that one of the women offered us a pinch of snuff. I told them if they had come rather sooner I would have invited them to take breakfast with us, but we had just finished our morning repast. I inquired if they lived at Waterville. She replied they lived at Winslow on the opposite side of the river. At Winslow is a meetinghouse, very pleasantly situated, by which we passed, but which is not supplied with a minister. I requested them to visit us on the Sabbath and invite their neighbors, as there would be preaching at Waterville, for we meant to have



a meeting if Mr. Chaplin should be obliged to follow the example of the apostle who preached in his own hired house.

At 10:00 o'clock we arrived in Waterville. Just before we reached the shore we observed a number of gentlemen coming toward us. We soon found their object was to welcome us to Waterville. I sat in the booth while Mr. Chaplin stepped on shore and was introduced to them. In a few minutes I was informed that a chaise was waiting for me, into which I stepped with Anna and Judson, and in a few minutes a boy drove us to Squire Boutelle's. Mrs. Boutelle met me at the door with as much freedom as though we had been previously acquainted. She and Mrs. Clark, a young woman who boards with her, were agreeable and very attentive to us. They formerly lived in Exeter. We took dinner with Mr. Partridge, a gentleman in the neighborhood who seems to be truly pious. Teams were immediately provided to carry our goods from the boat to the house. The attention and affection with which we were received, instead of banishing, revived the recollection of dear Danvers friends, from many of whom we received similar kindnesses.

Our house is convenient and very pleasantly located. It is rather retired from the thickest of the village, although neighbors are quite handy. A number have called upon us and seem quite friendly. They do not seem to be such ignorant, uncultivated beings as some have imagined. Many of those whom I have seen appear to be persons of education and polished manners. Nor have we been destitute of Christian company. Quite a number have been to the house, although but a few reside in the village, nor are they destitute of places for public worship. We were so happy as to find that Waterville contained two, though neither of them elegantly or completely furnished. The one in the village is about as large as the one in Danvers. The frame is good and the floor pews finished, but the upper part is yet without pews. Some think they will be finished. Others think after a while another and better one will be built in a more eligible spot and this one taken for some other purpose. This people seem as though they had been as sheep without a shepherd. The man who formerly preached to them and to the people at Winslow is said not to favor experimental religion, and two years ago they agreed to give him \$1200 not to preach to them any more. \$800 of the money is already paid. They now seem generally pleased with the idea of having preaching constantly, and we hope the desire will continue and increase. Before the Sabbath, a number of gentlemen waited upon Mr. Chaplin and requested him to preach in the meetinghouse. He accordingly did and began his preaching among them by discoursing upon the love of God to sinners, John 3:16. On the second Sabbath more people attended than on the first, and more, it is said, than have been in the house for three years past. Christian friends from a distance of two, four and six miles attended. We have been pleased to observe the attention with which the congregation listened to the several services of the day, and were also gratified to observe the almost perfect stillness in the streets on the Sabbath. Already the Macedonian cry from a number of places has sounded in our ears. Already a number of applications from different places have been made for preaching. Even from China a person has been sent to procure a preacher, and in about three weeks Mr. Chaplin expects to visit the Baptist church in that place and break bread with them. However, it is but twelve miles from us.

July 16. Our hearts have been refreshed this week with a visit from our dear friends, Mr. and Mrs. Bolles. The sight of Christian friends is certainly

enlivening. Since they have been here we have visited at Mr. Redington's. The family are very agreeable.

Sabbath Eve. This day we have been privileged with two excellent sermons from Mr. Bolles. The time will assuredly come when Waterville will as assuredly be driven to the Lord for an inheritance as any place over which he reigns.

Today Mr. Chaplin preached at Bloomfield, about twelve miles from the village. Calls for preaching are numerous.

## *Appendix I.*

ADDRESS TO THE PUBLIC IN BEHALF OF THE MAINE LITERARY AND THEOLOGICAL INSTITUTE, MAY 21, 1819.

The Trustees of this Seminary were incorporated by the Legislature during the winter of 1813. At the same time they obtained the grant of a township which they were authorized to select from any of the unappropriated lands of the Commonwealth in the District of Maine. The grant was made on condition that the Seminary should be erected within the limits of the township which the Trustees should select. At their request, however, the Legislature gave them permission to locate it in any part of the counties of Kennebec and Somerset; in consequence of which they finally resolved to establish it at Waterville.

In February, 1818, they made choice of Rev. Jeremiah Chaplin as Professor of Theology, and the Rev. Ira Chase as Professor of the Learned Languages. The latter, however, did not accept his appointment; and the Seminary was opened by the former alone, on the sixth of July following. At a special meeting of the Trustees, holden on the 12th inst., Mr. Alva Woods, a graduate of the University at Cambridge, and a student of the Theological Institution at Andover, was appointed a Tutor.

The design of the Trustees in founding this Seminary is not limited to such students as have the gospel ministry in view, but extends to those who are desirous of engaging in any of the learned professions. It has, accordingly, a literary as well as a theological department. Students who enter the former are required to possess nearly the same literary qualifications, and to pursue in general the same course of studies as those who enter the several colleges in this Commonwealth.

Students who belong to the theological department are arranged in three divisions. The first consists of those who have received a completely classical education. These are to tarry two years and to devote their whole attention to Theology and Sacred Literature. The second division consists of those whose advantages for literary improvement have been small and who do not propose to obtain a completely classical education. These are to tarry for four years, the three first of which they are to devote to the study of the Learned Languages and some other branches of Literature, and the last to Theology. The third division consists of students who, like those of the second, have enjoyed but few



advantages of a literary kind, and who propose to read no books but those written in the English language. These are to tarry two years, and are required to devote the first to English Grammar, Common Arithmetic, Rhetoric, Logic, Geography, and English Composition, and the last to Theology.

The Literary Department, it is expected, will be put into operation in September next.

The number of students in the theological department is at present 17. It will probably increase during the coming summer.

The vacations at this Seminary are as follows: the first begins on the third Wednesday in August and continues three weeks; the second on the last Wednesday in December and continues eight weeks; the third on the first Wednesday in May and continues two weeks. The price of tuition is four dollars a quarter. Decent board, exclusive of washing, mending and beds, may be obtained for about one dollar a week; with the addition of these for \$1.50. The usual price of wood in winter is \$1.50 a cord.

Students are permitted to assist themselves by keeping school during the winter vacation, and may be absent for that purpose four or five additional weeks, provided the instructors deem it necessary.

Having given the foregoing sketch of the origin, progress, design and present state of the Institution, the Trustees solicit the attention of those persons who wish to make a right improvement of the property with which the Lord of heaven and earth has been pleased to bless them.

The local situation of Waterville, the Trustees conceive, recommends it, in no small degree, as a suitable place for the establishment of such a Seminary as that which is here contemplated. It has, or shortly will have, an easy communication, not only with the various parts of New England, but with several of the British Provinces of North America. Besides, the country around it, especially on the north of it, to a very considerable extent, is remarkably fertile, a circumstance that renders it highly probable that this part of Maine, should the blessings of Heaven attend it, will in a few years become very populous, and will of course furnish a very considerable number of students to the Institution. It is important to add that, as the fertility of the soil in this section of the country cannot fail to afford to the inhabitants of Waterville a plentiful supply of the necessities and comforts of life, so it authorizes the expectation that provisions of almost every kind, and consequently board, will be afforded there at as cheap a rate as in any part of New England.

Nor should it be forgotten that the Seminary in behalf of which public patronage is now solicited is especially intended for the instruction of students of divinity. On this account, it will, if handsomely endowed and well conducted, attract the attention of a large number of pious young men who will repair to it for the purpose of obtaining an education, and who, feeling a deep concern for the welfare of those around them, will exert a most salutary influence on each other and on the students generally. It has long been regretted that, at many of the Literary Institutions in this country, a large number of the students are utter strangers to experimental and practical religion. The pious young man who becomes a member of any of those seminaries is placed in circumstances far from favorable to his spiritual progress. This lamentable fact can hardly fail to have weight with such persons as justly appreciate the importance of ardent piety in a gospel minister. And the Trustees feel it ought to influence those to whom this paper may come, especially the inhabitants of Maine, to patronize the

Institution at Waterville. All the students in this Seminary, at present, have the gospel ministry in view and are hopefully pious. How much better it must be for a pious youth to receive instruction at a seminary where a large proportion of the students possess a spirit congenial to his own, and feel it to be their duty to exhort, admonish and reprove him, as need may be, than at a seminary where the predominant influence is of a directly contrary tendency.

The benefit here contemplated will not be confined to students of a religious character. It will extend to students of every description. In a seminary where many are truly pious, the rest can hardly fail of being overawed and may be expected to refrain from many vices into which their unhallowed passions would otherwise hurry them. Associating daily with those who pay a sacred regard to the precepts of the gospel, they can hardly fail to impose a restraint on their words and actions. Parents who intend to give their sons a classical education should be excited to patronize an Institution the plan of which is so eminently adapted to promote morality and piety as well as to facilitate the acquisition of useful knowledge.

This Seminary, though under the direction principally of one denomination, is nevertheless open to persons of every religious sect. From the literary department no one will be debarred who maintains a decent moral character. Nor will anyone be debarred from the theological department (to whatever denomination of Christians he may be attached) who is able to exhibit satisfactory evidence of his piety and of possessing gifts adapted to the gospel ministry.

The pressing need of this Institution for pecuniary aid is one of the most weighty of those considerations which have induced the Trustees to address the public on this occasion. They have undertaken to erect two buildings, one for the accommodation of students, the other for the accommodation of instructors. To meet the expenses which the completion of these buildings must necessarily create, they propose to sell a part of the township above mentioned and a part of the lot which they lately purchased in Waterville. From the sale of these lands and from subscriptions pledged but not yet collected they hope to obtain a considerable sum. Subscriptions obtained in Waterville and vicinity amount to about \$3000. Of this sum almost \$1800 has been expended on the lot. The remaining \$1200 is still due to the Trustees. The money thus obtained will be inadequate to complete the buildings. Besides, the Institution is in want of a library and a philosophical apparatus, neither of which can be obtained without the expenditure of a pretty large sum. There is now one instructor, and ere long will be two, for whom support must be found.

In these circumstances the Trustees feel it incumbent upon them to make application for aid to the pious and charitable of every religious persuasion, and they flatter themselves that the application will not be in vain. They cannot but indulge the hope, that while large sums are annually given to Bible societies, to other literary and theological institutions, and to a variety of establishments, the Institution under their care will not be forgotten. The Trustees especially address themselves to those who are distinguished by the possession of large fortunes. They beg leave to remind such that they are but stewards under God, the great proprietor of all things, and are accountable to Him for the use they make of the treasures committed to their care.

But the Trustees do not apply to the opulent only. They extend their solicitations to those whose narrow circumstances will not permit them to do much for pious and charitable purposes. Persons of this description may perhaps excuse themselves from giving, on the ground that what they are able to give is too little



to do any good where thousands of dollars are wanted. The reasoning of these people would be correct, did each of them know that he was the only individual from whom money could be obtained. But such persons should consider that they form the most numerous class of people in every country, and that if some thousands of them unite in giving only a few cents each, the aggregate of the whole will be a considerable sum.

It is hoped by the Trustees that the benevolent in the various parts of New England, and in some of the British Provinces, will afford them aid in this important and arduous undertaking. But they will not despair, although they should be disappointed in this expectation. Enough, they conceive, might be raised in the District of Maine to supply the immediate and most pressing needs of the Institution, were such of the inhabitants as are bound both by duty and interest to assist them disposed to do it. This section of the country is supposed to contain about 240,000 souls. Now, admitting that of the whole population a sixth part only are able to give anything, and that of these one half are already pledged for the support of other seminaries, still 20,000 would remain to patronize the one established at Waterville. And should each of them give but fifty cents, the sum of \$10,000 would be obtained. This, with what the Trustees have reason to expect from tuition and sale of lands, would probably be sufficient for two years to come. But should the 20,000 above mentioned contribute fifty cents *annually*, the Trustees would scarcely stand in need of donations from the opulent or of aid from the Legislature. Ten thousand dollars obtained annually would, with the blessing of God, soon raise this Seminary to a respectable rank among the Literary and Theological Institutions of New England.

## *Appendix J.*

### SPECIAL LAWS OF MAINE, 1820-1828, CHAPTER VIII.

An Act to enlarge the powers of the Maine Literary and Theological Institution,  
June 19, 1820.

Sect. 1. Be it enacted by the Senate and House of Representatives in Legislature assembled, that the President and Trustees of the Maine Literary and Theological Institution are hereby authorized and empowered to confer such degrees as are usually conferred by universities established for the education of youth; provided that the said Corporation shall confer no degrees other than those of Bachelor of Arts and Master of Arts until after the first day of January, 1830. And provided also that the said Corporation shall not make or have any rule or by-law requiring that any member of the Trustees shall be of any particular religious denomination. Provided, that no student belonging or who may hereafter belong to said Institution, sustaining a fair moral character, shall be deprived of any privileges of said Institution, or be subject to the forfeiture of any aid which has been granted by said Institution, for the purposes of enabling

him to prosecute his studies, or be denied the usual testimonials on closing his studies, or be denied admission to said Institution, on the ground that his interpretation of the scriptures differ from those which are contained in the articles of faith adopted, or to be adopted by said Institution.

Sect. 2. Be it further enacted, by the authority aforesaid, that the Legislature of this State shall have the right to grant any further powers to alter, limit or restrain any of the powers vested in said Corporation, as shall be judged necessary to promote the best interests thereof.

## *Appendix K.*

### AN ACT TO CHANGE THE NAME OF THE MAINE LITERARY AND THEOLOGICAL INSTITUTION, FEBRUARY 5, 1821.

Be it enacted by the Senate and the House of Representatives in Legislature Assembled that, from and after the passing of this act, the name of the said Maine Literary and Theological Institution shall cease, and the same shall henceforth be called and known by the name of Waterville College, any act to the contrary notwithstanding; and nothing in this act contained shall be construed to impair or annul any of the rights, powers or privileges of the said Corporation.

## *Appendix L.*

### PETITION OF THE TRUSTEES OF THE MAINE LITERARY AND THEOLOGICAL INSTITUTION TO THE LEGISLATURE OF MAINE, MAY 21, 1820.

To the Hon., the Senate and House of Representatives in Legislature assembled:

Respectfully represent the Trustees of the Maine Literary and Theological Institution that this Institution was incorporated by an Act of Legislature in 1813, and at the same time was endowed with a grant of a township of land; that in 1818 the Trustees established the Institution in Waterville, and in July of the same year instruction commenced under the direction of the Reverend Jeremiah Chaplin, Professor of Theology; that the Reverend Avery Briggs has since been appointed Professor of Languages and commenced instruction in the summer of 1819; and that the number of students now in the Institution is twenty-two.

They further represent that, since the establishment of the Institution, benefactions of generous individuals have amounted to about seven thousand dollars,



by means of which they have been enabled to purchase eligible grounds for the erection of suitable buildings, and to erect and finish a dwelling house and out-buildings for the accommodation of one of the professors, and have the greater part of the materials now collected for a brick edifice 120 feet long, 40 feet wide, and three stories high, to contain 36 rooms for students.

They further represent that it was the original design of the Trustees, whenever their funds and prospects should warrant, to establish a sufficient number of professors and tutors to instruct in all the different branches of science and literature usually taught in our colleges; that in establishing the Institution in Waterville, they believed they thereby attained one important point necessary to its future growth and prosperity; that its situation in the State is central and in the midst of a large agricultural district, not surpassed, if equalled, by any other part of Maine, in consequence of which the price of board now is, and will probably continue to be, not more than two-thirds what it is at the other colleges in New England.

And your petitioners believe that literary institutions should be organized and conducted with a wise regard to the situation and exigencies of our state, and that the true interests of science, as well as of every free state, require that the means of acquiring a liberal education should be made accessible to the middling classes of citizens as well as the more opulent. They therefore pray that the powers given by their charter may be enlarged and that the power of bestowing such degrees as are usually conferred by other colleges may be given to this Institution.

Sylvanus Boardman  
John Hovey  
Jeremiah Chaplin  
Nathan Weston, Jun.  
E. T. Warren  
Calvin Stockbridge  
Committee of the Trustees

## *Appendix M.*

### LAWS OF MAINE, 1861, CHAPTER 40. RESOLVE MAKING A GRANT OF LAND TO WATERVILLE COLLEGE, MARCH 9, 1861.

Resolved, that the Land Agent be directed to convey to the Trustees of Waterville College two half-townships of land of average quality, to be selected by him and to be applied by said Trustees to the benefit of the said college; provided, however, that the said land shall revert to the State unless there be subscribed and paid into the funds of said college by private subscription the sum of \$20,000 by the first day of April, 1863.

Laws of Maine, 1862, Chapter 109. Resolve to amend Chapter 40 of the resolves of 1861, making a grant of land to Waterville College, February 4, 1862.

Resolved that Chapter 40 of the Resolves of 1861 be and hereby is amended so as to read:

Resolved that the Land Agent be directed to convey to the President and Trustees of Waterville College two half-townships of land of average quality to be selected by said agent, and to be applied by the said President and Trustees to the benefit of said College; provided however that the said land shall revert to the State unless the subscriptions to the said College now being made by individuals shall have reached at least the sum of \$20,000 on or before the first day of April, 1863, and unless \$20,000 shall have been actually paid into the treasury of said College on or before the last day of December, 1870, from the subscriptions now being made as aforesaid.

## *Appendix N.*

LAWS OF MAINE, 1867, CHAPTER 180. AN ACT TO CHANGE THE NAME OF  
WATERVILLE COLLEGE, JANUARY 23, 1867.

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

Sect. 1. The name of the corporation "The President and Trustees of Waterville College" is hereby changed to "The President and Trustees of Colby University."

Sect. 2. This act takes effect when approved by the Governor.

## *Appendix O.*

LAWS OF MAINE, 1874, CHAPTER 500. AN ACT ADDITIONAL TO THE ACTS WHICH  
CONSTITUTE THE CHARTER OF COLBY UNIVERSITY, FEBRUARY 17, 1874.

(Empowering the Trustees to elect their own chairman)

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

Sect. 1. The powers vested jointly in the President and Board of Trustees, by the acts which constitute the charter of Colby University, are hereby vested in the Board of Trustees, of which the President shall not be a member ex-officio; but the Board may elect their own presiding officer to hold office for such term as shall be prescribed in the by-laws.

Sect. 2. This act shall take effect when approved.



## *Appendix P.*

LAWS OF MAINE, 1899, CHAPTER 1. AN ACT CHANGING THE NAME OF COLBY UNIVERSITY, JANUARY 25, 1899.

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

Section 1. The name of the corporation "The President and Trustees of Colby University" is hereby changed to "The President and Trustees of Colby College."

Section 2. This act shall take effect when approved.

## *Appendix Q.*

LAWS OF MAINE, 1903, CHAPTER 150. AN ACT TO AMEND THE CHARTER OF THE PRESIDENT AND TRUSTEES OF COLBY COLLEGE, MARCH 11, 1903.  
(Authorizing the election of alumni trustees)

Be it enacted by the Senate and House of Representatives in Legislature assembled as follows:

Section 1. That Section 3 of an act entitled "An Act to establish a Literary Institution in the District of Maine, within this Commonwealth," passed by the General Court of Massachusetts and approved February 27, 1813, and from time to time amended, be further amended by inserting after the word "trustees" in the eleventh line thereof the following words: "except as hereinafter provided," and by adding to the end of said section the following words: "And provided also that nine of the trustees shall be elected by the Alumni Association of Colby College, to be known as Alumni Trustees, and to be elected, three each year, for terms of three years, in such manner as said Association may provide, so that said Section 3, as amended, shall read as follows:

"Section 3. Be it further enacted that, for the orderly conducting the business of the said corporation, the President and Trustees shall have full power and authority, from time to time as they shall determine, to elect a vice-president, treasurer and secretary of said corporation, and to declare the tenure and duties of their respective offices, and also to remove any trustee from the said corporation, when in their judgment he shall be rendered incapable by age or otherwise of discharging the duties of his office, and to fill up all vacancies in the said corporation by electing such persons for trustees, except as hereinafter provided, as they shall judge best. Provided, nevertheless that the number of the said corporation, including the President of the said Institution, and the Treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one; and provided also that nine of the Trustees shall be elected by the Alumni Association of Colby College to be known as Alumni Trustees, and to be elected three each year, for terms of three years, in such manner as said Association may provide.

Section 2. The first three of the Trustees herein provided for shall, for their first term, be elected during the year 1904, the second three during the year 1905, and the third three during the year 1906.

Section 3. This act shall take effect when approved.

## *Appendix R.*

### LAWS OF MAINE, 1959, S. P. 118. AN ACT AMENDING AND RESTATING THE CHARTER OF THE PRESIDENT AND TRUSTEES OF COLBY COLLEGE.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. *Name.* The corporation created by Chapter CXXXI enacted by the Senate and House of Representatives in General Court assembled of the Commonwealth of Massachusetts and approved by the Governor February 27, 1813, entitled "An Act to establish a Literary Institution in the District of Maine, within this Commonwealth," and known as "The President and Trustees of Colby College," is hereby continued as a body politic and corporate by that name forever.

Sec. 2. *Purposes.* The purposes and objects of the said corporation shall be to educate persons of all ages, both within and without the State of Maine, and to promote education generally; to compile, present and disseminate knowledge and information through any means of communication; and to establish and maintain in the State of Maine an institution for the purpose of educating youth and others to be called and known by the name of Colby College.

Sec. 3. *Powers of the Corporation.* Said corporation shall have all powers necessary and proper to carry out the foregoing purposes. Without limiting the generality of the foregoing, said corporation shall have the following powers:

- I. To have one common seal which it may change, break or renew at its pleasure; and all deeds signed and delivered by any officer or other employee of the corporation and sealed with its seal by order of the corporation shall, when in its corporate name, be considered in law as a deed of the said corporation.
- II. To have, hold, and take in fee simple or any less estate, by gift, grant, devise or otherwise, any lands, tenements, or other estates real or personal in an unlimited amount; to act as trustee of real and personal estate; to borrow money and to mortgage and pledge its interest in any property to secure its borrowings; and to purchase, sell, manage, operate, control, and otherwise deal in real and personal property of any name or nature.
- III. To sue and be sued in all actions real, personal and mixed, and to prosecute and defend the same to final judgment and execution by the name of the President and Trustees of Colby College.
- IV. To determine at what times and places, within or without the State of Maine, the meetings of the corporation shall be held and on the



manner of calling and of fixing the time and place and notifying the members to convene at such meetings.

- V. To elect or appoint a Chairman of the Board of Trustees, a President, one or more Vice Presidents, a Treasurer, a Secretary, such professors of various grades, tutors, instructors, lecturers, and such other officers or employees as may be necessary to fill such offices and positions as the corporation may from time to time create; to determine the duties, salaries, emoluments, and tenures of such offices and positions; and to remove any person from any such office or position.
- VI. To purchase, construct, erect, maintain, operate, repair, demolish or replace such houses, buildings, or other structures, or scientific or other equipment of any nature, as said corporation shall judge desirable or necessary for carrying out the purposes of the corporation.
- VII. To make and ordain, as occasion may require, reasonable rules, orders and by-laws, not repugnant to the laws of this State, with reasonable penalties, for the good government of said corporation or said institution, and to determine and prescribe the mode of ascertaining the qualifications of students requisite to their admission.
- VIII. To carry on research and experimentation in any and all fields of knowledge.
- IX. To confer such degrees as are usually conferred by universities, colleges, or other institutions of learning, including honorary degrees, and to issue or confer such other diplomas, certificates, or evidences of progress or accomplishment in any field of education as the said corporation may see fit.
- X. To receive and hold bequests, gifts and endowments and to invest and reinvest the same and to create and carry out annuity contracts or other arrangements or agreements for the payment of sums of money to or for the support of the donor or other persons in connection with any gift or endowment to be received by the corporation, and all moneys held by the corporation in all forms of securities or real or personal property, and the net income from such investments shall be used for the furtherance of the purposes of the corporation.
- XI. To delegate to any officer, committee, or other person or persons connected with the corporation any of the foregoing powers except the election or removal of Trustees, the President, Vice Presidents, Secretary or Treasurer, the making or amending of by-laws or such powers as the by-laws shall place exclusively in the hands of the corporation.

Sec. 4. *Members.* The members of the said corporation shall consist of the Trustees and the President, for the time being in office, as a member *ex officio*, but no other officer shall be an *ex officio* member unless so designated by the by-laws; provided nevertheless that the number of Trustees, exclusive of any *ex officio* member, shall never be greater than thirty-one nor less than twenty-one. The said corporation shall have full power and authority, from time to time as it shall determine, to remove any trustee when in its judgment he shall be rendered incapable by age or otherwise of discharging the duties of his office; to fill all vacancies in the said corporation by electing such persons for such terms, except

as otherwise provided, as it shall judge best; provided nevertheless that the Colby College Alumni Association shall be entitled to elect not less than six nor more than nine of said trustees in such manner, with such conditions of eligibility, and for such terms not exceeding six years as said Association may determine.

Sec. 5. *Restrictions.* The corporation shall not make or have any rule or by-law requiring that any member of the Trustees shall be of any particular religious denomination. No student belonging or who may hereafter belong to said institution, sustaining a fair moral character, shall be deprived of any privileges of said institution, or be subjected to the forfeiture of any aid which has been granted by said institution for the purpose of enabling him to prosecute his studies, or be denied the usual testimonials on closing his studies, or be denied admission to said institution on the ground that his interpretation of the Scriptures shall differ from those contained in the articles of faith adopted, or to be adopted by said institution.

Sec. 6. *Reserved Powers.* The Legislature of this State shall have the right to grant any further powers to or alter, limit or restrain any of the powers by this act vested on the said corporation as shall be judged necessary to promote the best interests thereof; and the said corporation shall render an account to the Legislature whenever they shall see fit to require it of all its proceedings and the manner of disposing of the funds of said institution.

Sec. 7. *Repeal of Chapter 500, Special Laws of 1874.* Chapter 500 of the Special Laws of 1874, entitled "An Act additional to the acts which constitute the charter of Colby University," is repealed; and the provisions of this act shall supersede inconsistent provisions of any prior public or private and special law.

## *Appendix S.*

### ACT AUTHORIZING ALUMNAE TRUSTEES

Laws of Maine, 1931, Chapter 22, February 27, 1931.

Be it enacted by the People of Maine as follows:

Section 3 of the act entitled "An Act to establish a literary institution in the District of Maine within this Commonwealth," approved February 27, 1813, as amended by Chapter 150 of the private and special laws of 1903, as further amended by Chapter 97 of the private and special laws of 1917, be further amended by striking out all of said section 3 and inserting in place thereof the following:

Sec. 3. Increase of number of trustees; tenure of office. For the more orderly conducting of business of said corporation, the President and Trustees shall have full power and authority, from time to time as they shall determine, to elect a vice president, treasurer and secretary of said corporation, and to declare the tenure and duties of their respective offices, and also to remove any



trustee from the said corporation, when in their judgment he shall be rendered incapable by age or otherwise of discharging the duties of his office, and to fill up all vacancies in the said corporation by electing such persons for such terms, except as hereinafter provided, as they shall judge best; provided, nevertheless, that the number of the said corporation, including the President of the said Institution, and the Treasurer for the time being, shall never be greater than thirty-one nor less than twenty-one. And provided also that, beginning with the year 1931, to and including the year 1933, the alumni and alumnae associations shall elect annually one trustee; beginning with the year 1934 and thereafter, the Alumni Association shall annually elect two trustees, and the Alumnae Association shall annually elect one trustee; each of the said alumni and alumnae trustees shall be elected for terms of three years, in such manner and with such conditions of eligibility as the said alumni and alumnae associations may respectively determine. The terms of alumni and alumnae trustees shall begin at twelve o'clock noon of the Commencement day in the year of which they are elected and shall terminate at twelve o'clock noon of the Commencement day in the year when their successors are elected. Both the alumni and alumnae associations shall have the right to fill vacancies among their respective trustees for unexpired terms. Nothing herein shall be construed to abridge the terms of alumni trustees now in office.

## *Appendix T.*

### COLBY MISSIONARIES

#### FOREIGN MISSIONARIES

##### *Burma*

George D. Boardman, 1822; Daniel A. Smith, 1859; Alonzo Bunker, 1862; James F. Norris, 1863; Henry W. Hale, 1867; Henry M. Hopkinson, 1868; Frederic H. Eveleth, 1870; Julia M. Elwin, 1879; John E. Case, 1880; James E. Cochrane, 1880; John E. Cummings, 1884; Benjamin F. Turner, 1884; William W. Cochrane, 1885; Vernelle W. Dyer, 1915; Odette Pollard Dyer, 1916; Gordon E. Gates, 1919; Helen Baldwin Gates, 1919; Virginia Baldwin Kinney, 1926.

##### *India*

Albanus Gurney, 1871; Frank D. George, 1878; Addison B. Lorimer, 1888; Ellen M. Patten, 1896; Clara Winslow Moldenke, 1913; Dorothy Mitchell Grant, 1921.

##### *China*

Henry A. Sawtelle, 1854; John M. Foster, 1877; Edwin P. Burtt, 1884; Henry Kingman, 1884; Arthur H. Page, 1898; Arthur G. Robinson,

1906; Ellen J. Peterson, 1907; John H. Foster, 1913; Helen Thomas Foster, 1914; Abbie G. Sanderson, 1914; Chester F. Wood, 1914; Frank C. Foster, 1916; Hazel M. Gibbs, 1917; Hugh L. Robinson, 1918; Hazel F. Barney, 1918.

### *Philippines*

Francis H. Rose, 1909; Gertrude Coombs Rose, 1911; Leonette Warburton, 1923.

### *Africa*

Calvin Holton, 1824; Ivory Clarke, 1834; Meroe Morse, 1913; Norman Lindsay, 1916.

### *Japan*

John L. Dearing, 1884; Yagoro Chiba, 1897; Marlin Farnum, 1923; Melva Mann Farnum, 1923.

### *Siam*

David Webster, 1873

### *France*

Erastus Willard, 1829

### *Spain*

Manuel Marin, 1882

### *Syria*

James Perry, 1911; George W. Perry, 1914

### *Haiti*

Alice Henderson Wood, 1910

### *Greece*

Doris Gates, 1926

## HOME MISSIONARIES

Thomas W. Merrill, 1825; Henry J. Hall, 1827; Nicholas Medberry, 1828; Francis Barker, 1834; Oliver Emerson, 1835; Lewis Barrows, 1839; Thomas Frye, 1842; James Capen, 1845; Edward Mitchell, 1849; George King, 1857; Stilman Record, 1860; Charles F. Meserve, 1877; Hannah Powell, 1890; Orville Guptill, 1896; Octavia Mathews, 1897; Delber W. Clark, 1911.

FOREIGN MISSIONARIES	57
HOME MISSIONARIES	16
	<hr/>
TOTAL	73



*Appendix U.*

## OFFICERS OF COLBY COLLEGE, 1820-1960..

## PRESIDENTS

Rev. Jeremiah Chaplin, 1822-1833  
Rev. Rufus Babcock, 1833-1836  
Rev. Robert Everett Pattison, 1836-1839  
Eliphaz Fay, 1841-1843  
Rev. David Newton Sheldon, 1843-1853  
Rev. Robert Everett Pattison, 1854-1857  
Rev. James Tift Champlin, 1857-1873  
Rev. Henry Ephraim Robins, 1873-1882  
Rev. George Dana Boardman Pepper, 1882-1889  
Albion Woodbury Small, 1889-1892  
Rev. Beniah Longley Whitman, 1892-1895  
Rev. Nathaniel Butler, 1896-1901  
Rev. Charles Lincoln White, 1901-1908  
Arthur Jeremiah Roberts, 1908-1927  
Franklin Winslow Johnson, 1929-1942  
Julius Seelye Bixler, 1942-1960  
Robert Edward Lee Strider, II, 1960—

## CHAIRMEN OF THE BOARD OF TRUSTEES

President of the College, ex officio, 1822-1874  
Abner Coburn, 1874-1885  
Joseph Warren Merrill, 1885-1890  
Josiah Hayden Drummond, 1890-1902  
Percival Bonney, 1902-1906  
Leslie Colby Cornish, 1907-1926  
Herbert Elijah Wadsworth, 1926-1934  
George Otis Smith, 1934-1944  
George Goodwin Averill, 1944-1946  
Neil Leonard, 1946-1960  
Reginald Houghton Sturtevant, 1960—

## SECRETARIES OF THE BOARD OF TRUSTEES

Rev. Otis Briggs, 1820-1834  
Lemuel Paine, 1834-1841  
Rev. Samuel Francis Smith, 1841-1842  
Isaac Redington, 1843-1847  
Rev. Handel Gershom Nott, 1847-1848  
Eldridge Lawrence Getchell, 1848-1852  
Rev. Nathaniel Milton Wood, 1852-1862  
Rev. George Dana Boardman Pepper, 1862-1866  
Rev. Joseph Ricker, 1866-1867  
Rev. Benjamin Franklin Shaw, 1867-1875  
Rev. Samuel Pierce Merrill, 1875-1879

Percival Bonney, 1879-1891  
Leslie Colby Cornish, 1891-1907  
Wilford Gore Chapman, 1907-1918  
Rev. Charles Edson Owen, 1918-1921  
Rev. Edwin Carey Whittemore, 1921-1932  
Charles Edwin Gurney, 1932-1943  
Cyril Matthew Joly, 1943-1960  
Ralph Samuel Williams, 1960—

## TREASURERS

Timothy Boutelle, 1831-1832  
Daniel Cook, 1832-1834  
James Stackpole, 1834-1851  
Eldridge Lawrence Getchell, 1851-1881  
Percival Bonney, 1881-1902  
George Keely Boutelle, 1902-1917  
Frank Bailey Hubbard, 1917-1933  
Ralph Alden McDonald, 1933-1937  
Arthur Galen Eustis, 1937-1950  
Arthur William Seepe, 1950—

## VICE-PRESIDENTS

Arthur Galen Eustis, 1950-1959  
Ralph Samuel Williams (Administrative), 1959—  
Edward Hill Turner (For Development), 1959—

## DEANS OF THE FACULTY

Ernest Cummings Marriner, 1947-1957  
Robert Edward Lee Strider, II, 1957-1960  
Ernest Parker Johnson, 1960—

## DEANS OF THE MEN'S DIVISION

Ernest Cummings Marriner, 1929-1947  
George Thomas Nickerson, 1947—

## DEANS OF THE WOMEN'S DIVISION

Mary Ann Sawtelle, 1896-1899  
Grace Elizabeth Mathews, 1899-1902  
Grace Ella Berry, 1902-1909  
Carrie Etta Small, 1909-1910  
Elizabeth Bass, 1910-1913  
Florence Sargent Carll, 1913-1915  
Mary Castle Cooper, 1915-1918  
Anna Almy Raymond, 1918-1919  
Alice May Holmes, 1919-1920  
Ninetta May Runnals, 1920-1926; 1928-1949  
Erma Vyra Reynolds, 1926-1928



Barbara Aiken Sherman, 1949-1952  
Florence Pauline Tompkins, 1952-1957  
Frances Fenn Seaman, 1957—

#### LIBRARIANS

Avery Briggs, 1820-1824  
Ephraim Tripp, 1824-1827  
John O'Brien Chaplin, 1828-1833  
Jonathan Everett Farnham, 1833-1835  
Samuel Randall, Jr., 1835-1837  
Justin Rolph Loomis, 1837-1842  
Martin Brewer Anderson, 1842-1850  
Samuel King Smith, 1850-1873  
Edward Winslow Hall, 1873-1910  
Charles Phillips Chipman, 1911-1917; 1919-1923  
Robert Warner Crowell, 1917-1919  
Ernest Cummings Marriner, 1923-1929  
Robert Bingham Downs, 1929-1931  
Joseph Selwyn Ibbotson, 1931-1935  
J. Periam Danton, 1935-1936  
N. Orwin Rush, 1936-1945  
Gilmore Warner, 1945-1947  
James Humphry III, 1947-1957  
John Redmond McKenna, 1957—

#### REGISTRARS

Albion Woodbury Small, 1881-1882  
John Barton Foster, 1882-1888  
Edward Winslow Hall, 1888-1902  
Grace Ella Berry, 1903-1906  
Howard Edwin Simpson, 1906-1909  
Herbert Carlyle Libby, 1909-1921  
Henry Emerson Trefethen, 1921-1924  
Malcolm Bemis Mower, 1924-1933  
Elmer Chapman Warren, 1933-1947  
Frances Norton Perkins (Recorder), 1947-1954  
Rebecca Chester Larsen (Recorder), 1954—

#### DIRECTORS OF ADMISSIONS

Daniel Greary Lewis, 1945-1946  
George Thomas Nickerson, 1946-1951  
William Lafrentz Bryan, 1951—

*Appendix V.*

## TRUSTEES OF COLBY COLLEGE, 1820-1960

(Does not include elections since 1959)

Alden, Frank W., Waterville, 1918-1929  
Alden, William H., Portsmouth, N. H., 1881-1900  
Allan, Elizabeth S., Nyack, N. Y., 1947-1953  
Allen, Lorenzo B., Yarmouth, 1853-1858  
Anthony, Robert N., Lexington, Mass., 1959—  
Averill, George G., Waterville, 1928-1954  
Bailey, Dudley P., Everett, Mass., 1900-1928  
Bakeman, Francis W., Chelsea, Mass., 1881-1919  
Baldwin, Thomas, Boston, 1821-1825  
Barnes, Charles P., Houlton, 1923-1928; 1929-1935  
Barnes, John A., Albany, N. Y., 1944-1947  
Barnell, Elijah, Greene, 1821-1826  
Barrows, Joseph, Readfield, 1865-1868  
Bartlett, Francis F., Waterville, 1951-1954  
Bassett, Norman L., Augusta, 1916-1931  
Beede, Joshua W., Auburn, 1894-1912  
Belcher, Hiram, Farmington, 1847-1856  
Berry, Myrtice C., Newburyport, Mass., 1941-1947  
Billings, John, Fayette, 1840-1843  
Bixler, J. Seelye, Waterville, 1957—  
Boardman, Sylvanus, 1821-1827  
Bok, Mary Curtis, Merion Station, Pa., 1936-1939  
Bolles, Lucius, Salem, Mass., 1821-1842  
Bonney, Percival, Portland, 1876-1906  
Bosworth, George W., Boston, 1865-1888  
Boutelle, George K., Waterville, 1899-1918  
Boutelle, Nathaniel R., Waterville, 1856-1869  
Boutelle, Timothy, Waterville, 1821-1855  
Bradbury, Woodman, Newton Centre, Mass., 1907-1935  
Bramhall, Ralph A., Portland, 1929-1934  
Breckenridge, Walter N. (Faculty Representative), 1955-1957  
Briggs, Otis, Hampden, 1821-1842  
Brown, Carleton D., Waterville, 1954-1960  
Brush, John W., Newton Centre, Mass., 1945-1951  
Bullen, George, New London, N. H., 1893-1916  
Burrage, Henry S., Portland, 1881-1906  
Butler, John, Thomaston, 1826-1855  
Butler, Nathaniel, Hallowell, 1856-1887  
Butler, Nathaniel Jr., Waterville, 1898-1904  
Caldwell, Samuel L., Providence, R. I., 1850-1863  
Camp, Frederic E., East Bluehill, 1941—  
Campbell, Alexander, Cherryfield, 1870-1876  
Campbell, David W., Cherryfield, 1896-1917  
Chessman, Daniel, Hallowell, 1822-1834  
Champlin, James T., Portland, 1875-1881  
Chapin, Stephen, Washington, D. C., 1821-1828



Chaplin, Jeremiah, Rowley, Mass., 1833-1840  
Chaplin, Jeremiah Jr., Newton Centre, Mass., 1843-1849  
Chapman, Alfred K. (Faculty Representative), 1960-1963  
Chapman, Wilford G., Portland, 1903-1921  
Chapman, Wilford G. Jr., Portland, 1930-1935  
Chilcott, Clio N., Ellsworth, 1936-1937  
Clark, Cecil W., Newtonville, Mass., 1943-1949  
Clark, Royal, Bangor, 1826-1852  
Coburn, Abner, Skowhegan, 1845-1885  
Coburn, Eleazer, Skowhegan, 1836-1845  
Coburn, Louise H., Skowhegan, 1919-1930  
Colby, Bainbridge, New York, 1932-1942  
Colby, Charles L., New York, 1889-1896  
Colby, Gardner, Boston, 1865-1879  
Colby, Gardner R., New York, 1879-1889  
Colby, Joseph L., Newton Centre, Mass., 1897-1918  
Colby, Lewis, Cambridgeport, Mass., 1842-1850  
Cole, Helen D., New York, 1935-1941  
Collamore, H. Bacon, Hartford, Conn., 1946-1958  
Combella, Wilfred J. (Faculty Representative), 1958-1961  
Condon, Randall J., Cincinnati, 1925-1930  
Cook, Daniel, Waterville, 1832-1834  
Cornish, Leslie C., Augusta, 1888-1926  
Corthell, William J., Gorham, 1877-1907  
Crane, Abijah R., East Winthrop, 1871-1919  
Crawford, William C., Allston, Mass., 1908-1938  
Crowell, Merle W., New York, 1937-1943  
Cummings, Ebenezer E., Concord, N. H., 1866-1881  
D'Amico, Augustine R., Bangor, 1954-1960  
Davenport, Albert H., Malden, Mass., 1902-1906  
Davis, Caleb B., Paris, 1842-1853  
Davis, Isaac, Worcester, Mass., 1847-1855  
Deans, Mary D., Keene, N. H., 1940-1946  
Delano, Ebenezer, Livermore, 1821-1822  
Dexter, Henry V., Baldwinsville, Mass., 1863-1882  
Dexter, William H., Worcester, Mass., 1906-1912  
Dodge, Rex W., Portland, 1915-1942  
Dolley, Mira L., Raymond, 1937-1942  
Donovan, William N., Newton Centre, Mass., 1935-1943  
Drinkwater, Arthur, Waterville, 1839-1870  
Drummond, Albert F., Waterville, 1918-1929  
Drummond, Josiah H., Portland, 1857-1902  
Drummond, E. Richard, Bangor, 1942-1945; 1947-1953; 1954—  
Dunn, Florence E., Waterville, 1930-1932; 1934-1957  
Dunn, Reuben W., Waterville, 1910-1927  
Dunnell, Mark H., Owatonna, Minn., 1858-1867  
Dunton, Larkin, Boston, 1888-1889  
Dutton, Newell T., Waterville, 1888-1900  
Edmunds, Frank H., New York, 1907-1910; 1925-1927  
Emery, George F., Portland, 1859-1862

Esters, Bernard E., Houlton, 1947-1953  
Evans, George, Portland, 1837-1847  
Fairfield, Joseph S., Springfield, Mass., 1958—  
Farnham, Roderick E., Millinocket, 1959—  
Fife, Hilda N., Bangor, 1958—  
Fitz, Eustace C., Chelsea, Mass., 1886-1889  
Foss, Eugene N., Jamaica Plain, Mass., 1897-1915  
Foster, Alfred D., Boston, 1956—  
Foster, John B., Waterville, 1856-1859  
Frye, Robie G., Sharon, Mass., 1912-1915  
Fuller, Robert O., Cambridge, Mass., 1881-1900  
Gabrielson, Guy G., New York, 1941-1959  
Garnsey, Samuel, Bangor, 1831-1841; 1847-1873  
Getchell, Everett L., Boston, 1921-1926  
Gibbs, Emery B., Boston, 1909-1923  
Giddings, Moses, Bangor, 1852-1911  
Gilman, Nathaniel, Waterville, 1821-1859  
Gilpatrick, James, Bluehill, 1834-1851  
Gilpatrick, Rose Adelle, Hallowell, 1933-1936  
Goodwin, Angier, Boston, 1932-1934  
Goodwin, Forrest, Skowhegan, 1908-1913  
Granger, Abraham H., Burrillville, R. I., 1850-1866  
Gray, Carl R., New York, 1938-1939  
Gray, Edgar H., Vallejo, Cal., 1849-1853  
Greenough, Byron, Portland, 1841-1855  
Gross, Otis C., New Gloucester, 1842-1849  
Guptill, Leon C., Boston, 1922-1927; 1928-1932  
Gurney, Charles E., Portland, 1921-1946  
Hale, Eugene, Ellsworth, 1897-1899  
Hall, Dana W., Chicago, 1917-1926  
Hall, Richard D., Waterville, 1942-1955  
Hamilton, Harry E., Greenfield, Mass., 1930-1931  
Hamlin, Charles E., Cambridge, Mass., 1880-1886  
Hamlin, Cyrus, Paris, 1821-1829  
Hamlin, Elijah L., Bangor, 1841-1847  
Hamlin, Hannibal, Bangor, 1857-1887  
Hamlin, Hannibal E., Ellsworth, 1899-1902  
Hanson, Charles V., Skowhegan, 1883-1889  
Hanson, James H., Waterville, 1862-1894  
Harris, Mark, Portland, 1821-1842  
Hart, Henry B., Portland, 1858-1871  
Haweeli, Doris H., Worcester, Mass., 1952-1958  
Haynes, John, Mount Vernon, 1821-1849  
Herrick, Everett C., Fall River, Mass., 1919-1924; 1928-1934  
Higgins, John H., Charleston, 1890-1910  
Hill, Frederick T., Waterville, 1937-1958  
Hill, Helen H., Wellesley, Mass., 1931-1934  
Hill, Mark L., Phippsburg, 1821-1826  
Hilton, Henry H., Chicago, 1930-1944  
Hinds, Asher C., Portland, 1904-1919



Holt, D. Ray, Boston, 1956—  
Holt, Marjorie S., Portland, 1948-1954  
Hopkins, Calvin, Mount Vernon, 1869-1880  
Hovey, Alvah, Newton Centre, Mass., 1869-1870  
Hovey, John, Mount Vernon, 1821-1832  
Hubbard, Frank B., Waterville, 1933-1947  
Hubbard, John, Hallowell, 1849-1862  
Hudson, James H., Guilford, 1933-1944  
Humphrey, Chapin, Bangor, 1874-1875  
Huntington, Ruel, Bowdoinham, 1821-1837  
Hutchins, Ruth R., Bangor, 1954—  
Jack, William B., Portland, 1938-1941  
Jette, Ellerton M., Waterville, 1950—  
Johnson, Franklin W., Waterville, 1920-1925; 1926-1955  
Jones, Charles A., Woburn, Mass., 1907-1910  
Jones, Gordon B., Boston, 1956—  
Jordan, Archer, Auburn, 1919-1924  
Jordan, Harry T., Lansdowne, Pa., 1929-1938  
Judson, Adoniram, Nobleboro, 1821-1823  
Kalloch, Amariah, Thomaston, 1843-1850  
Keely, George W., Waterville, 1853-1855  
Kennedy, Abial W., Warren, 1855-1860  
Kennedy, Almore, Waldoboro, 1877-1883  
Kennedy, Henry, Waldoboro, 1861-1875  
Kent, Edward, Bangor, 1838-1847  
King, Alfred, Portland, 1898-1908  
King, Cyrus, Ellsworth, 1912-1918  
King, William, Bath, 1821-1848  
Kingsley, Chester W., Cambridge, Mass., 1888-1904  
Knowlton, Ebenezer, Montville, 1851-1858  
Knox, George, Lawrence, Mass., 1858-1864  
Lamson, William, East Gloucester, Mass., 1852-1855; 1857-1883  
Lawrence, Fred F., Portland, 1927-1932; 1939-1956  
Leonard, Neil, Boston, 1933—  
Lord, Herbert M., Washington, D. C., 1920-25  
Low, Robert, North Livermore, 1821-1838  
Lyford, Edwin F., Worcester, Mass., 1890-1909  
Lyford, Moses, Springfield, Mass., 1885-1887  
Maginnis, John S., Portland, 1833-1838  
Marriner, Ernest C. (Faculty Representative), 1957-1960  
Masters, Andrew, Hallowell, 1838-1858  
Mayo, Leonard W., New York, 1957—  
McLellan, Hugh D., Boston, 1930-1938  
McClellan, Judah, Skowhegan, 1821-1848  
Meleney, Clarence E., New York, 1904-1907  
Mellon, Matthew T., Palm Beach, Fla., 1944-1959  
Merriam, Franklin, East Weare, Mass., 1863-1888  
Merrill, Daniel, Sedgwick, 1821-1833  
Merrill, Daniel E., Belfast, 1842-1855  
Merrill, Joseph W., Cambridge, Mass., 1862-1863; 1869-1890  
Metcalf, Benjamin D., Damariscotta, 1862-1880

Milliken, Dennis, Waterville, 1859-1879  
Morrill, Lot M., Augusta, 1862-1869  
Morse, Marston, Cambridge, Mass., 1933-1937; 1938-1947  
Mower, Irving B., Waterville, 1917-1929  
Murch, Leslie F., Hanover, N. H., 1939-1945  
Murray, George E., Lawrence, Mass., 1912-1933  
Nelson, John E., Augusta, 1926-1931; 1936-1939  
Newell, William S., Bath, 1942-1954  
Nott, Handel, Bath, 1841-1862  
Nourse, Newton L., Portland, 1942-1958  
Owen, Charles E., Waterville, 1900-1941  
Owen, Lincoln, Boston, 1901-1902  
Padelford, Frank W., Boston, 1916-1944  
Page, Hartstein, Worcester, Mass., 1919-1931  
Paine, Henry W., Boston, 1849-1862  
Paine, Lemuel, Winslow, 1827-1849  
Palmer, Albert Carlton, Stoneham, Mass., 1958—  
Parris, Albion K., Portland, 1823-1826  
Parsons, Wallace E., Waterville, 1955-1957  
Patterson, Nathan R., Tulsa, Okla., 1948-1960  
Pepper, George D. B., Waterville, 1882-1892  
Perkins, Carroll N., Waterville, 1922-1954  
Philbrick, Herbert S., Evanston, Ill., 1927-1930  
Philbrook, Warren C., Waterville, 1923-1933  
Pierce, Josiah, Gorham, 1843-1849; 1850-1858  
Pierce, Raymond, Wellesley, Mass., 1935-1949  
Pillsbury, George H., New York, 1871-1879  
Pillsbury, Phinehas, Greene, 1821-1833  
Piper, Wilson C., Boston, 1959—  
Pottle, Frederick A., 1932-1959  
Preble, Fred M., Ludlow, Vt., 1912-1928  
Pullen, Thomas S., Foxcroft, 1860-1865  
Putnam, Beecher, Houlton, 1907-1922  
Putnam, Harrington, New York, 1902-1903; 1911-1912  
Record, Isaiah, Houlton, 1882-1883  
Richards, Charles F., Rockport, 1891-1906  
Richards, Fred E., Portland, 1906-1907  
Richardson, Alford, Portland, 1834-1840  
Ricker, Joseph, Augusta, 1849-1897  
Ripley, Thomas B., Portland, 1821-1842  
Roberts, Alice L., South Portland, 1954-1960  
Robins, Henry E., Rochester, N. Y., 1880-1882  
Robinson, Hugh, West Newton, Mass., 1945-1948  
Robinson, Thomas, Ellsworth, 1849-1856  
Runnals, Ninetta M., Dover-Foxcroft, 1953-1959  
Sargent, Dwight E., New York, 1958—  
Seaver, Josiah W., South Berwick, 1821-1840  
Seaverns, Charles, Hartford, Conn., 1919-1950  
Sewall, Sumner, Bath, 1945-1960  
Shailer, William H., Portland, 1855-1881  
Shannon, Richard C., Brockport, N. Y., 1889-1921



Sharp, Daniel, Boston, 1825-1830  
Shaw, Alpheus, Portland, 1832-1839; 1852-1858  
Shaw, Benjamin F., Waterville, 1870-1897  
Shaw, Neal D., Eastport, 1836-1842  
Sheldon, David N., Waterville, 1853-1889  
Shepard, Benjamin, Waterville, 1821-1835  
Shepherd, Russell B., Skowhegan, 1886-1901  
Sloan, Raymond P., New York, 1951—  
Small, Albion K. P., Portland, 1860-1897  
Small, Albion W., Waterville, 1890-1897  
Smith, George Otis, Washington, D. C., 1903-1943  
Smith, Joseph C., New York, 1955—  
Smith, Marion W., Worcester, Mass., 1942-1948  
Smith, Noah, Calais, 1855-1868  
Smith, Samuel F., Newton Centre, Mass., 1840-1860  
Smith, Winthrop H., New York, 1946-1958  
Soule, Allen P., Hingham, Mass., 1904-1912  
Snyder, William H., Worcester, Mass., 1903-1911  
Spencer, William H., Waterville, 1901-1904  
Spinney, Raymond, Boston, 1946-1952  
Squire, Russell M., Waterville, 1948-1955  
Stackpole, James, Waterville, 1834-1851  
Stearns, Oakham, Newton Centre, Mass., 1870-1893  
Stearns, Silas, Bath, 1821-1840  
Stevens, Edward F., Brooklyn, N. Y., 1934-1937  
Stockbridge, Calvin, Yarmouth, 1821-1833  
Story, Joseph, Boston, 1857-1862  
Stow, Baron, Boston, 1830-1852  
Sturtevant, Benjamin F., Jamaica Plain, Mass., 1879-1890  
Sturtevant, Chester H., Livermore Falls, 1927-1932  
Sturtevant, Reginald H., Livermore Falls, 1949—  
Taylor, Julian D., Waterville, 1932-1933  
Thomas, Harry B., Keyport, N. J., 1953—  
Thompson, Arad, Bangor, 1887-1905  
Thurston, Elisha M., Charleston, 1849-1855  
Tompkins, Nathaniel, Houlton, 1943-1946  
Torrey, Joseph, Readfield, 1829-1834  
Tozier, Barbara L., Portland, 1959—  
Trafton, Charles, South Berwick, 1840-1851  
Trafton, Herbert W., Fort Fairfield, 1912-1929  
Tripp, John, Hebron, 1821-1832  
Umphrey, Harry E., Presque Isle, 1948-1960  
Wadsworth, Herbert E., Winthrop, 1917-1937  
Warner, Charles F., Springfield, Mass., 1910-1919  
Warren, Ebenezer T., Hallowell, 1821-1830  
Warren, Milroy, Lubec, 1953-1956  
Washburn, Japheth C., China, 1822-1838  
Webb, Edmund F., Waterville, 1883-1898  
Weber, Carl J. (Faculty Representative), 1955-1958  
Weltman, Esther Z., Longmeadow, Mass., 1958—  
Weston, Ethel H., Madison, 1932-1935

Weston, Nathan, Augusta, 1821-1853  
 Whidden, Charles, Calais, 1868-1876  
 White, Charles L., Waterville, 1901-1908  
 Whitman, Beniah, Waterville, 1892-1896  
 Whittemore, Edwin C., Waterville, 1905-1933  
 Whittemore, Ruth H., Portland, 1946-1952  
 Wilkins, Robert E., Hartford, Conn., 1952-1958  
 Wilson, Adam, Waterville, 1828-1871  
 Wilson, George A., South Paris, 1889-1906  
 Wilson, Joseph K., Portland, 1907-1917  
 Wilson, William, Hallowell, 1860-1888  
 Wing, George C., Auburn, 1901-1931  
 Wood, Nathan M., Lewiston, 1862-1869  
 Wording, William E., Plainville, Conn., 1870-1886  
 Wyman, Walter S., Augusta, 1929-1942  
 Young, Sarah B., Norton, Mass., 1934-1940

## *Appendix W.*

### FACULTY, 1820-1960

(Does not include promotions or appointments since 1959)

Abbreviations: P—Professor; Ao—Associate Professor; As—Assistant  
 Professor; In—Instructor

Abbott, Carroll W., Business Adm., In 1950-51  
 Abbott, Theophilus C., Chemistry and Natural History, In 1852; Greek and  
 Latin, 1853  
 Adams, Charles E., Gymnastics, In 1887-90  
 Africa, Philip R., English, In 1946-48  
 Africa, Catherine C., Art, In 1947-48  
 Allen, Archibald W., Classics, P 1956—  
 Allen, Donald P., Economics, In 1948-51  
 Allin, John B., English, In 1927-28  
 Anderson, Charles M., Economics, In 1939-40  
 Anderson, Lloyd M., Physical Ed., In 1946-47; As 1947-48  
 Anderson, Martin B., Rhetoric, Tutor 1841-43; P 1843-50  
 Andrew, John C., History, Ao 1921-23  
 Anton, Carl J., History, As 1945-48; Ao 1948-49  
 Aplington, Henry W., Biology, In 1939-42; As 1942-47  
 Arey, David K., Biology, In 1905-07  
 Ashcraft, Thomas B., Mathematics, Ao 1911-13; P 1913-48  
 Auffinger, George H., Business Adm., Ao 1924-26  
 Auster, Marjorie, Physical Ed., In 1944-45  
 Bacon, Charles N., English, In 1946-49  
 Bacon, Roger C., English, In 1923-24



- Baier, Lee S., English, In 1955-57  
 Bancroft, Dennison, Physics, P 1959—  
 Barlow, Robert F., Economics, In 1952-55; As 1956—  
 Barnes, Phinehas, Greek and Latin, P 1833-39  
 Barteaux, Miriam M., Biology, In 1948-50  
 Bartlett, Harry, French, In 1924-26  
 Bartlett, Junius A., Tutor, 1850-51  
 Bass, Elizabeth, Physical Ed., Director, 1909-13  
 Bassett, Norman L., Greek, In 1891-94  
 Bates, John H., Gymnastics, In 1896-98  
 Battis, William S., Elocution and Gymnastics, In 1889-92  
 Bayley, William S., Mineralogy and Geology, P 1888-1905  
 Beck, William P., Physics and Astronomy, Ao 1901-06  
 Belcher, Jane C., Biology, In 1933-36  
 Belferman, Herman, Modern Languages, In 1951-52  
 Benbow, R. Mark, English, In 1950-52; As 1952-55; Ao 1955—  
 Benge, Frances, Spanish, In 1953-54  
 Bennett, George G., Air Science, As 1954-57  
 Berschneider, Clifford J., History, In 1949-53; As 1953—  
 Bessey, Merton W., Biology, In 1898-1902  
 Bieber, David A., Physics, In 1958-59  
 Birge, Kingsley H., Sociology, In 1946-50; As 1950-56; Ao 1956—  
 Biron, Archille H., Modern Languages, In 1950-52; As 1952-56; Ao 1956—  
 Bishop, Joseph W., Business Adm., In 1945-48; As 1948-51; Ao 1951-55  
 Bither, Marjorie Duffy, Physical Ed., In 1937-41; 1952-59; As 1959—  
 Bither, Philip S., Modern Languages, In 1932-40; As 1940-46; Ao 1946—  
 Bixler, Julius Seelye, Philosophy, P 1942-60  
 Black, J. William, History and Political Economy, P 1894-1924  
 Bliss, Francis R., Classics, In 1948-52; As 1952-55  
 Boardman, George D., Tutor, 1822-23  
 Bovie, William T., Science, Lecturer, 1939-48  
 Brady, Emily F., Modern Languages, As 1956—  
 Breckenridge, Walter N., Economics, In 1928-30; As 1930-37; Ao 1937-47;  
     P 1947—  
 Brewer, Jean E., Mathematics, In 1954-55  
 Brickett, Elsie F., English, In 1930-32  
 Brickley, Henry A., Romance Languages, In 1916-17  
 Bridgman, David G., History, In 1955-58; As 1958—  
 Briggs, Avery, Languages, P 1820-27; Mathematics and Natural Philosophy,  
     P 1827-28  
 Briscoe, Herman I., Chemistry, In 1920-23  
 Brodick, Malcolm H., Business Adm., In 1949-50  
 Brooks, Kendall, Mathematics and Natural Philosophy, P 1853-55  
 Brooks, Richard B., Psychology, In 1946-47  
 Brown, Harold F., English, In 1924-26  
 Brown, Harper G., English, In 1935-37  
 Brown, Henry W., English, In 1912-19; As 1919-23  
 Brown, Julius A., Physics, Visiting P 1957-58  
 Brown, Maurice F., English, In 1958—  
 Brown, Sherwood F., Physics, Ao 1942-48; P 1948-59  
 Butler, Nathaniel Jr., Philosophy, P 1896-1901

- Butterfield, Lucius A., Elocution, In 1883-84  
 Bryan, William L., Admissions, As 1955—  
 Bucher, Jean-Marie, Modern Languages, In 1957-58  
 Buchner, Margaret L., Modern Languages, As 1946-49  
 Burdick, Robert V. English, As 1947-50  
 Burgum, George K., English, In 1922-23  
  
 Campbell, William C., Pedagogy, In 1889-90  
 Capen, Frank S., Physics and Astronomy, P 1884-86  
 Carlson, C. Lennart, English, In 1932-41; As 1941-43  
 Carpenter, James M., Art, Ao 1950-54; P 1954—  
 Carr, Wilbert L., Classics, P 1941-49  
 Carter, Benjamin E., Mathematics, As 1910-18; Ao 1918-26  
 Cary, Richard, English, In 1952-54; As 1954-57; Ao 1957—  
 Caswell, Robert G., Chemistry, In 1914-16; As 1916-18  
 Cauz, Francisco A., Modern Languages, In 1957—  
 Chamberlain, Clark W., Physics and Astronomy, In 1900-01  
 Champlin, James T., Greek and Latin, P 1841-58; Philosophy, P 1858-73  
 Chapin, Stephen, Sacred Theology, P 1822-28  
 Chaplin, Jeremiah, Sacred Philosophy, P 1820-22; 1829-32  
 Chaplin, John O., Latin and English, Tutor, 1828-32; P 1832-33  
 Chapman, Alfred K., English, In 1928-32; As 1932-46; Ao 1946-52; P 1952—  
 Chester, Webster, Biology, In 1903-05; Ao 1905-10; P 1910-48  
 Chipman, Charles P., Bibliography, As 1912-15; Ao 1915-20; P 1920-23  
 Christie, C. Philip, Air Science, P 1951-55  
 Cimbollek, Max G., Music, In 1954-55  
 Clark, Harold E., Bibliography, In 1936-46  
 Clark, John A., Philosophy, Ao 1946-52; P 1952—  
 Clarke, Robert F., English, In 1956-59  
 Clifford, Robert E., Physical Ed., As 1956—  
 Coffin, Peter R., Philosophy, In 1954-56  
 Cohn, Harvey, Physical Ed., Director, 1914-16  
 Cole, Elizabeth, Religion, In 1941-43  
 Colgan, Edward J., Education and Psychology, Ao 1924-28; P 1928-55  
 Colton, Cullen B., English, In 1930-34  
 Combella, Wilfred J., Mathematics, P 1948—  
 Comparetti, Alice Pattee, English, In 1936-43; As 1943-52; Ao 1952—  
 Comparetti, Ermanno F., Music, In 1942-46; As 1946-49; Ao 1949-52;  
     P 1952—  
 Conant, Thomas J., Languages, P 1827-33  
 Connell, Chester C., Modern Languages, In 1945-46  
 Cook, Charles H., English, In 1949-51  
 Coons, John H., Physical Ed., In 1956-58  
 Cook, Leroy J., Romance Languages, In 1914-15  
 Corbin, Samuel E., Air Science, As 1951-54  
 Corey, Charles N., Physical Ed., In 1949-51; As 1951-52  
 Cornelius, David K., English, In 1950-52  
 Corvalan, Octavio E., Modern Languages, As 1958-59  
 Crain, Charles M., Modern Languages, In 1952-53  
 Crawford, David, English, In 1941-42  
 Crawford, William R., English, In 1957-59



- Crocker, Denton W., Biology, In 1953-55; As 1955-58; Ao 1958-60  
 Crosby, Atwood, Gymnastics, In 1875-78  
 Croswell, Mary S., Physical Ed., Director, 1905-09  
 Crowell, Josephine M., Physical Ed., Director, 1913-14  
 Crowell, Robert W., Modern Languages, As 1910-13; German, As 1913-17;  
 Ao 1917-18  
 Cudderback, John F., Physical Ed., In 1952-55  
 Curran, Eileen M., English, In 1958—  
 Daley, Edward J., Physical Ed., Director, 1912-14  
 D'Amelio, Alice L., Physical Ed., In 1954-56  
 Danoff, Alexander P., Modern Languages, In 1930-32  
 Danton, J. Perham, Bibliography, Ao 1935-36  
 Dean, Frank O., English, In 1909-10; Mathematics, In 1910-11  
 Dell, Harry J., Classics, In 1959—  
 Dietz, Frederick C., Air Science, As 1953-56  
 Dillaha, Janis, Chemistry, In 1954-55  
 Dole, Francis S., Air Science, As 1954-57  
 Downs, Robert B., Bibliography, As 1929-31  
 Drew, Ralph H., Chemistry, In 1920-21  
 Drisko, William J., Physics and Astronomy, Ao 1900  
 Drury, Asa, Greek and Latin, P 1839-40  
 Dunham, Anna L., Biology, As 1950-55  
 Dunn, Florence E., Latin, In 1909-12; English, As 1923-29; P 1929-30;  
 1932-34  
 Early, Benjamin W., English, In 1945-48  
 Eaton, E. Perley, Chemistry, In 1927-30  
 Edwards, C. Harry, Physical Ed., Ao 1921-22; P 1922-34  
 Elder, William, Chemistry and Natural Philosophy, P 1873-85; Chemistry,  
 P 1885-1903  
 Ellis, Donald W., English, In 1916-17  
 Emery, Florence L., Physical Ed., Director, 1917-20  
 Estaver, Paul E., English, In 1949-51  
 Eustis, A. Galen, Economics, In 1924-25; Business Adm., In 1926-27;  
 Ao 1927-37; P 1937-59  
 Evans, Austin H., Greek, In 1894-96  
 Fairley, Arthur S., Physics, Ao 1959—  
 Farnham, Jonathan E., Tutor 1833-35  
 Fassett, Frederick G., Journalism, In 1913-17  
 Faulds, Bruce D., Psychology, In 1959-1960  
 Faw, Marjorie, Religion, In 1939-41  
 Fay, Eliphaz, Philosophy, P 1841-43  
 Felger, Ralph W., Air Science, As 1958—  
 Fernald, Arthur T., Geology, In 1946-47  
 Finch, Sharon L., Classics, In 1934-40  
 Fish, Harold S., Biology, In 1929-30  
 Fisher, Pearl R., Nursing, As 1948-52  
 Fisher, Yvonne R., Business Adm., In 1958—  
 Flechtheim, Ossip K., History, As 1946-49; Ao 1949-52  
 Fogg, Charles E., Gymnastics, In 1902-08

- Foland, Catherine H., Physical Ed., In 1947-50  
Forsman, Billy B., Air Science, As 1956-59  
Foster, Elijah, Tutor 1823-24  
Foster, Grace R., Psychology, In 1930-35  
Foster, John B., Greek and Latin, P 1858-72; Greek, P 1872-93  
Franklin, George B., English, As 1916-19  
Frew, Angus N., Gymnastics, In 1898-1903  
Fullam, Paul A., History, In 1941-44; As 1944-47; Ao 1947-50; P 1950-55
- Galbraith, Alan S., Mathematics, In 1933-36; As 1944-46  
Garab, Arra M., English, In 1957—  
Gardiner, Jean K., Modern Languages, In 1945-48; As 1948-51  
Gardner, Virginia, Physical Ed., In 1939-40  
Gates, Gordon E., Biology, P 1948-51  
Geib, Frederick A., Sociology, In 1955-57; As 1957—  
Gettens, Rutherford J., Chemistry, In 1923-27  
Gillespie, James M., Psychology, As 1951—  
Gillum, K. Frederick, History, In 1948-51; As 1951-55; Ao 1955—  
Gilman, Richard C., Philosophy, In 1950-52; As 1952-55; Ao 1955-56  
Gilmore, John E., History, In 1954-55  
Giraud, Frank H., English, In 1948-49  
Gottlieb, Julius, Bacteriology, P 1946-50  
Gottlieb, Paul A., History, In 1957-58  
Goulston, Ralph, Psychology, As 1947-51  
Green, Samuel M., Art, As 1943-47; Ao 1947-48  
Griffiths, Thomas M., History, As 1926-44  
Grover, Frederick W., Physics, Ao 1911-13; P 1913-20  
Grubbs, Daniel H., Government, In 1955-57  
Gulick, Faith, Physical Ed., In 1959—  
Gullbergh, Harold W., Psychology, As 1950-51  
Gunthner, Gotthard, Philosophy, Lecturer, 1942-43; As 1943-44  
Guss, Donald L., English, In 1959-60
- Haave, Ethel-Mae, English, In 1944-45  
Haffner, Rudolph E., Biology, In 1945-47  
Hall, Edward W., Modern Languages, P 1866-91; Librarian to 1910  
Hamlin, Charles E., Chemistry and Natural History, P 1853-73  
Hannay, Neilson C., English, As 1920-22  
Harjan, George, Modern Languages, In 1959-1960  
Harlow, Ivan O., Chemistry, In 1913-15  
Harned, Louise, Government, In 1958-59  
Harrier, Richard C., English, In 1952-55; As 1955-57  
Harry, Philip W., Romance Languages, As 1914-22  
Hastings, Florence O., Physical Ed., In 1914-16  
Hatch, Hugh R., Mathematics, P 1903-09  
Haynes, Lowell Q., Philosophy, In 1925-29; As 1929-43  
Hedman, John, Modern Languages, In 1895-96; Greek, In 1896-1900; Modern Languages, Ao 1900-01; Romance Languages, P 1901-14  
Helie, Euclid, Romance Languages, In 1918-19; As 1919-21; Ao 1921-42  
Herrick, Mary D., Bibliography, In 1942-45  
Herschman, Arthur, Physics, In 1954-55



- Hickox, Charles F., Geology, As 1957—  
Hitchings, Edson F., Biology, In 1897-98  
Hockridge, Marion L., Modern Languages, As 1947-50  
Holder, Francis J., Mathematics, Ao 1909-11  
Holland, Henry, Modern Languages, In 1952-54; As 1954-57; Ao 1957—  
Holmer, Walter R., Physical Ed., As 1947-51  
Holmes, Alice M., Biblical Lit., As 1919-20  
Holmes, Ezekiel, Chemistry and Geology, Lecturer, 1833-37  
Horton, Stephen H., English, In 1950-52  
Howard, David C., Business Adm., In 1946-50  
Hudnut, Richard, Art, Visiting Prof., 1953-54  
Hudson, Yeager, Philosophy, In 1959—  
Hull, Gordon F., Physics and Astronomy, Ao 1898-1900  
Humphry, James, Bibliography, Ao 1946-47; P 1947-57  
Hunt, Raeburn S., English, In 1923-24  
Hurd, Charles B., Chemistry, As 1921-22  
Hyde, Ralph W., English, In 1949-50  
  
Ibbotson, Joseph S., Bibliography, As 1931-35  
Iorio, John J., English, In 1955-57; As 1957—  
  
Jaquith, Richard H., Chemistry, As 1947-52  
Jackson, Henry C., Gymnastics, In 1894-96  
Jeffery, Clarence R., Sociology, In 1951-54  
Jellison, Eugene A., English, In 1953-54; 1956-57  
Johnson, Clarence R., Romance Languages, In 1915-17; As 1919-18  
Johnson, E. Parker, Psychology, P 1955—  
Johnson, Franklin W., Education, P 1929-42  
Johnson, Samuel S., Tutor, 1839-41  
Jordan, Henri A., Mathematics, Ao 1947-49  
  
Keefe, Robert J., Physical Ed., In 1948-51  
Keely, George W., Mathematics and Natural Philosophy, P 1829-52  
Kellenberger, Richard K., Modern Languages, In 1946-48; As 1948-51; Ao 1951—  
Kelley, John H., Physical Ed., In 1955-57; As 1957—  
Kelley, Wallace M., Chemistry, In 1930-36  
Kelly, Elizabeth S., Physical Ed., In 1940-42  
Kelsey, Howard P., English, In 1925-28  
Kendris, Christopher, Modern Languages, In 1956-57  
Keniston, Ralph H., Latin, In 1904-05  
Kennison, Karl R., Mathematics, In 1909-10  
Kimball, John W., Chemistry, In 1912-13  
Kindilien, Carlin T., English, In 1953-55; As 1955-56  
Kirby, Henry H., Air Science, P 1955-58  
Kirk, Daniel F., English, In 1959—  
Kleinholz, Lewis H., Biology, In 1931-33  
Koch, Margaret, Physical Ed., In 1898-1902  
Koons, Donaldson, Geology, As 1946-48; Ao 1948-51; P 1951—  
  
Ladyko, Emil S., Physical Ed., In 1951-52  
Langey, Edward J., Geology, In 1947-48  
Lamson, William, Tutor, 1835-36

- Lansberry, Anne M., English, In 1954-55  
 Larrabee, Stephen A., English, In 1940-41  
 Larsen, Rebecca C., Recorder, As 1955—  
 Lathrop, Frank W., Business Adm., In 1951-53; As 1953-56  
 Lawton, Ellis E., Physics and Astronomy, As 1907-09  
 Leighton, Perley M., English, In 1951-52  
 Lewis, Daniel G., Physical Ed., As 1946-47  
 Libbey, F. Elizabeth, Bibliography, In 1947-49; As 1949-56; Ao 1956—  
 Libby, Herbert C., Public Speaking, In 1909-12; As 1912-13; P 1913-44  
 Limm, Paul J., Air Science, As 1957-1960  
 Little, Homer P., Geology, In 1910-11; As 1911-14; P 1914-20  
 Lockhart, Alton I., Chemistry, In 1905-07  
 Loeb, Gilbert F., Physical Ed., Ao 1934-55, P 1955—  
 Loomis, Justin R., Chemistry and Natural History, Tutor 1836-38; P 1838-52  
 Lougee, Richard J., Geology, As 1936-37; Ao 1937-46; P 1946-47  
 Lyford, Moses, Mathematics and Natural Philosophy, P 1856-72; Physics and  
 Astronomy, P 1872-84
- Machemer, Paul E., Chemistry, As 1955-57; Ao 1957—  
 Macomber, William E., Education, As 1954—  
 Madison, James, Business Adm., In 1959—  
 Mann, Margaret, Physical Ed., In 1942-44  
 Manning, Charles, English, In 1931-33  
 Manning, Irene, Business Adm., In 1942-54  
 Marchant, Janet, Physical Ed., In 1940-45; As 1945-57; Ao 1957—  
 Marquardt, Anton, Modern Languages, In 1891-96; Ao 1896-1901; German,  
 P 1901-1927  
 Marriner, Ernest C., Bibliography, P 1923-29; English, P 1929-60  
 Marsh, James R., English, In 1922-23  
 Marshall, Mary H., English, In 1935-37; As 1937-39; Ao 1939-48  
 Martin, Doris E., Physical Ed., In 1952-54  
 Mathews, Grace E., English, Ao 1899-1902  
 Mathews, Shailer, Rhetoric, Ao 1887-89; History and Political Economy,  
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 Mayers, Richard R., Physics, In 1956-57; As 1957—  
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 McCoy, John F., Modern Languages, Ao 1930-42; P 1942—  
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MacLeod, Bruce, Gymnastics, In 1905-06  
Mead, Darwin J., Chemistry, In 1936-38  
Melcher, Nathaniel, Mathematics, P 1874-75  
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Moore, Leslie R., Science, In 1902-03  
Moore, Terris, Business Adm., P 1955-57  
Morrow, Curtis H., Economics, As 1920-24; P 1924-52  
Morse, Junia L., Education, In 1935-39; As 1939-41  
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Mott-Smith, Morton C., Physics, In 1909-11; As 1911-14  
  
Neff, Sherman B., English, In 1911-12  
Nelson, Josef F., Romance Languages, In 1918-23  
Newhall, Richard A., History, Visiting Prof., 1956-57  
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Raymond, Anna R., Latin, As 1918-19  
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 Thompson, Fred L., Physical Ed., Director, 1908-11  
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Wheeler, Evan R., Physics, In 1914-15  
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White, Alice H., Music, In 1909-19  
White, Charles L., Philosophy, P 1901-08  
White, Clarence L., Greek, P 1902-34  
White, Henry A., English, In 1908-09  
White, Howard, Psychology, As 1959-1960  
Whitlock, Baird W., Humanities, As 1954-56  
Whittemore, John H., Modern Languages, In 1952-53  
Whitman, Beniah L., Philosophy, P 1892-95  
Whitmore, John, Physics and Astronomy, Ao 1906-07  
Wilkinson, William J., History, Ao 1924-25; P 1925-28; 1929-45



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Williams, Leon P., Physical Ed., In 1946-47; As 1947-56; Ao 1956—  
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